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AUTHOR Andreyka, Robert E.; Briley, Thomas S.
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ABSTRACT

The report provides the framework for developing comprehensive competency-based teacher education (CBTE) for Florida's industrial education teachers based on their expression of specific needs. A research base of projects done by competent educational institutions was utilized. An advisory committee was formed and its composition and activities are described. Workshops evaluated and validated the existing list of competencies and criteria. A summary of these evaluations is presented according to seven competency areas (human relations, instructional planning, teaching methods, shop/classroom management, evaluation, professional development, and student organizations). A summary of the evaluations of instructional materials from CBTE programs is included. Four major accomplishments of the project are listed. A detailed list of the preservice industrial education teacher competencies and criteria is presented along with a summary of workshop findings dealing with them. Six barriers to implementation and nine change agents working to promote CBTE are described. The last section deals with five recommendations for the next program phase. Appended materials (88 pages) include an overview of CBTE information from 10 State departments and universities, CBTE advisory committee list, sort procedure, materials specific to CBTE workshop, workshop instruments, recommended changes to preservice competencies and criteria, and CBTE Advisory Committee Meeting Agendas. (MS)

FINAL REPORT

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COMPETENCY-BASED TEACHER EDUCATION FOR INDUSTRIAL EDUCATION TEACHERS

Phase I: Competency and Criteria Identification and Validation for Pre-Service Education

The Florida State University
Tallahassee, Florida

Dr. Robert E. Andreyka
Principal Investigator

Dr. Thomas S. Briley
Research Associate

The project reported herein was conducted pursuant an EPDA grant to Florida State University through the Bureau of Vocational Services, Division of Vocational, Technical and Adult Education, Florida Department of Education. Although contracted to the Florida State University, the project was completed through the cooperative effort of: the University of West Florida, the University of North Florida, the University of South Florida, Florida A&M University, Florida Technological University, Florida International University, Dade County, Florida, Pinellas County, Florida, and selected Florida Industrial Education teachers and administrators.

Preface

Since the late 1960's, there has been increased pressure from students at all levels and from all disciplines for relevance in instruction. This is especially true of industrial education where teachers are frequently recruited directly from industry without prior professional preparation and are generally unwilling to spend a great deal of time in a formal classroom setting to gain professional competence. With this in mind, the program for vocational, technical and career education at the Florida State University proposed the development of a Competency-Based Teacher Education (CBTE) program for industrial education teachers as one solution to the problem.

The objectives of the project were to: (1) determine the importance of existing teaching competencies as related to pre-service, entry level and advanced industrial teacher education in Florida; (2) classify existing teaching competencies into sets addressing broad categories of industrial education instruction; (3) validate identified and classified pre-service competencies through a workshop consisting of practicing industrial industrial education teachers, vocational administrators and teacher educators; (4) identify and determine the appropriateness of existing CBTE instructional materials as related to industrial teacher education in Florida; (5) afford the opportunity for teacher educators, administrators and teachers to compare and contrast each university program with CBTE materials and oompetencies; (6) determine the extent to which a pre-service CBTE program could augment existing programs in in Florida; (7) prepare specific plans for the development of CBTE

instructional materials based on validated competencies.

This report reflects the desire of industrial education teachers, vocational administrators and teacher educators across Florida for improved industrial teacher education. It provides the framework for developing a comprehensive competency-based teacher education program for Florida's industrial education teachers based on their expression of specific needs. It also provides insights for those from other vocational service areas who may also wish to pursue a program of competency-based teacher education.

On behalf of the Program for Vocational, Technical and Career Education at Florida State University, I wish to express appreciation and gratitude to all persons who contributed to the successful completion of this project. In addition to the advisory committee members and workshop participants and Dr. Thomas S. Briley, the contributions of the following individuals are especially noted: Ms. Janice Deerman, Florida State University Ph.D. student; Ms. Jeanne Hinton, Florida State University M.S. student; Mr. Salim Halta, Florida State University Ph.D. student; and Mr. Lawrence Taylor.

Special recognition is extended to Mr. Berlin R. Carroll, Florida State University Ph.D. student, who assisted in the conduct of the entire project and who prepared the final report.

Robert E. Andreyka

Robert E. Andreyka, Coordinator
Vocational Education
The Florida State University

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COMPETENCY-BASED TEACHER EDUCATION FOR INDUSTRIAL EDUCATION TEACHERS

I. Background

The purpose of a vocational industrial program (trade and industrial education) is to prepare students adequately for successful entrance and advancement in employment. The prime requisite is a qualified teacher who is occupationally competent and competent in industrial methods of instructional and supporting skills which are integral to the success of the instructional process. To become occupationally qualified, the teacher must spend years in industry. As a result, little time is available for professional teacher education development in a teacher education college. Therefore, a carefully planned program of pre-service and in-service education which will enable the teacher to acquire necessary skills in teaching in the shortest possible time is essential.

In Florida, vocational industrial teachers are generally recruited from industry without prior teacher education, and are requested to enroll in college credit courses to meet teacher certification while on the job. In most cases, the industrial education teacher will take whatever college courses are offered in his geographical area, regardless of his immediate needs. For example, a beginning teacher may have a need for help with lesson planning, but only a graduate level course in Administration of Vocational Education is available. This condition may be a cause of frustration and a contributing factor in the high turnover rate among new teachers, and a negative attitude toward teacher education by those who remain. Therefore, there is a need for a program which will allow teachers more flexibility in terms of acquiring additional teaching skills.

Competency-based teacher education (CBTE) programs are presently being

researched and developed as one answer to this dilemma. These systems explicate the instructional process into its component parts by: (a) identifying specific instructional objectives, (b) defining the criteria used to judge success, and (c) making the student accountable for meeting the criteria for success. This process should give some freedom from group classroom instruction. A curriculum for industrial education teachers which includes CBTE options may allow for a wider selection of courses and more rapid progress for many students. Students may then be able to progress through a significant part of an appropriate CBTE curriculum on their own or without a great deal of close supervision.

The Center for Vocational and Technical Education at Ohio State University (CVTE) has done research in identifying a set of generic competencies which are needed by vocational teachers regardless of service areas. The Center at Ohio State has carried its work into the development of a CBTE curriculum for vocational teachers. This curriculum is still in the process of being field-tested and may contain significant parts which apply to the needs of teachers in the state of Florida.

II. Procedures

A. Research Base

Various projects previously assembled by competent educational institutions were utilized as points of reference in the assimilation of the Florida project. An extensive research file (Appendix A) was compiled including information from Ohio State University, the University of West Florida, the State of New Jersey, the University of Missouri, the University of Georgia, Dade County, Florida, Pinellas County, Florida, and others.

Playing an important role in the formulation of this undertaking was

research conducted by the Ohio State Center for Vocational and Technical Education (CVTE) which involved over a thousand vocational teachers from across the country who identified 384 competencies considered essential to effective vocational instruction. These competencies were subsequently refined into 118 instructional modules which were pilot tested and are currently in the process of being field-tested by the Colorado State, the Oregon State, and the Florida State Universities.

B. Advisory Committee

An advisory committee (Appendix B) was formed to assist the project staff in the operation of the project, coordinate the activities of various agencies, and to identify competencies considered essential for Florida industrial education teachers. Nomination of the members of the committee was accomplished through the Industrial Education Section, Vocational, Technical and Adult Education Division. The panel included:

1. A representative of Industrial Education, VTAD.
2. A representative of Teacher Certification, DOE.
3. One representative from each university in Florida approved for Vocational-Industrial Teacher Education; Florida State University, University of West Florida, University of North Florida, University of South Florida, Florida Technological University, Florida A&M University, and Florida International University.
4. A representative from the State University System of Florida.
5. Two administrators, one from each of the pilot projects in the Florida CBTE program for Vocational Teachers (Dade and Pinellas counties).
6. The content and design specialist from the project team.

Using the Ohio module titles as a basis, the advisory committee identified priority competencies for industrial education teachers in Florida. This was accomplished through a sort procedure (Appendix C) which required that at least twenty competencies be placed in each of four groups: pre-service

level, rank III level, rank II level, and not applicable. Prior to the initial advisory committee sort, two pre-sorts were conducted using FSU students to test the procedure. The results of this procedure and advisory committee activities were as follows:

	Process	Date	Individuals Involved	Results
1.	1st Pre-Sort	15 JAN	FSU graduate students	Validated the procedure
2.	2nd Pre-Sort	21 JAN	FSU graduate students	Validated the procedure
3.	Initial Sort	23 JAN	CBTE Advisory Committee	Identified essential competencies: see Appendix C pre-service (39) in-service (22) adv. service (23) not applic. (34)
4.	Second Sort (placed into 7 categories; reduced and relocated)	28 FEB	CBTE Advisory Committee	Revised list of competencies: pre-service (29) in-service (30) advanced (out of scope) N/A
5.	Criteria Development	MARCH	CBTE Staff	Criteria and evaluation strategies written for pre-service competencies
6.	Review and Rework pre-service competency statements and criteria	3-4 APRIL	CBTE Advisory Committee	Revised list of competencies: pre-service (30) in-service (32)
7.	Review competency statements to rework criteria	5 MAY	CBTE Advisory Committee	Revised list of competencies: pre-service (27) in-service (35)
8.	Final review of pre-service competencies and criteria	3 JUNE	CBTE Advisory Committee	Finalized list of competencies: pre-service (27) in-service (35)

C. Validation Workshop

Prior to this point, identification of competencies vital to effective instruction in the industrial area of vocational education was accomplished through the combined efforts of persons other than practicing teachers in the field. Although the compiled information from similar projects had been

helpful to the advisory committee and the CBTE staff, direct input from those actually acting in an administrative capacity or teachers was deemed necessary to provide vital information relative to pre-service teacher needs.

A workshop was conducted at the University of South Florida June 16-20 by Florida State University (Appendix D) for evaluation and validation of the existing list of competencies and criteria through the use of teams consisting of one teacher educator, one vocational administrator or supervisor, and two industrial education teachers with one to three years experience. These teams included administratrive, supervisory, or teacher representatives from two of Florida's on-going CBTE programs (Pinellas County and Dade County).

Almost all changes recommended by the participants have been incorporated in the final competency/criteria listing (see Figure 2, page 9). The competencies and criteria were considered during small group evaluations and in oral reports given to the entire body at the end of the workshop. The following is a summary of these evaluations:

1. Human Relations - This area received substantial support. However, the changes recommended tended to be more content than editorial in two of the six competency areas. The first content change referred to the use of student permanent record files. The comments and oral reports indicated the use of student permanent record files should not be emphasized so as not to prejudice the new teacher in terms of the information contained in the files. Special note was made of the fact that the student permanent files often contain erroneous information. The second content change referred to altering the procedures for establishing classroom rules and regulations. The change mainly referred to charging the teacher with the responsibility of establishing and communicating the rules to the students, rather than allowing students to participate in establishing the rules.

2. Instructional Planning - The competency and criteria here were also strongly supported. A change note in the oral reports referred to the use of the Vocational Technical Educational Consortium of States (V-TECS) materials. The reservations expressed were addressed to the use of the materials contingent upon their availability and at the direction of the teacher.

3. Teaching Methods - This category of competencies also received strong support. The major exception was a change to delete the competency "Present a Lesson." The comments and oral reports indicated that, while this is an important competency, it is not needed

because it is covered in two other competencies entitled, "Present a Related Lesson" and "Present a Manipulative Lesson." The other changes were editorial in nature.

4. Shop/Classroom Management - This area also received quite a bit of support in terms of the five competencies in this category. Again, the comments were made mainly to add clarity to the competencies and criteria. A major exception to this was apparent during the oral reports when the competency referring to Safety/First Aid was found deficient in its lack of specific attention to the Occupational Safety and Health Act (OSHA).

5. Evaluation - This area also received a great deal of support. However, there are several changes which are to be incorporated. First, a major concern was expressed concerning process evaluation. This is that evaluation techniques should also be addressed to how a task is performed as the eventual product resulting from the performance of a task or tasks. Other changes refer to informing students promptly of their evaluations, deciding a basis on which to recycle students if they do not meet performance standards, and that teachers should be aware of the need for accountability in terms of placement and follow-up of their students.

6. Professional Development - The three competencies in this area also received strong support. The changes recommended were mainly editorial in nature to add clarity to the criteria which referred to knowledge of labor market trends on the part of the new teacher. The ratings and comments indicated this should be keyed at a low level so as not to overwhelm the new teacher with statistics and reports on this topic.

7. Student Organization - This competency and associated criteria received strong support in the judgment process. It was rated as important or very important by all participants. The oral reports given at the end of the workshop also gave strong support to this competency. The only major change suggested that the competency statement include "other student groups" in addition to Vocational Industrial Club of America (VICA).

Besides evaluating and validating the competencies and criteria, these teams also reviewed and evaluated sample instructional materials from various competency-based teacher education programs throughout the country. Other activities included formal discussion relative to plans for an intial pre-service workshop and the ideal length of such a program. The following is a summary of the instructional materials evaluation:

> Eighty-eight (88) modules or sets of instructional materials (Appendix E) were grouped into four categories, and evaluated during the workshop. 42 of the modules were evaluated as "ready to use with minor modification." Materials consistently evaluated as appropriate were the Ohio State Modules, Dade County Modules, and Florida B-2 Modules. The remaining modules received divergent evaluations.

Comments by the participants, both during the evaluation process and group oral reporting, suggested that (1) the language level was too high in many cases, (2) the material was not adequately mediated, and (3) the material was too broad in scope. Extensive revision of materials seems appropriate based on these comments.

Only one group of instructional materials was unanimously selected as good or excellent and ready for use. This was the group covering the category and competency for Student Organizations.

The workshop agenda was established to provide as much time as possible to the evaluators. However, the materials evaluation was limited in that (1) the number of participants was small (Appendix F), and (2) there was insufficient time for all participants to evaluate all materials. Therefore, the data obtained (see Appendix G) can only be used as an indicator for direction and production during Phase II.

All members of the workshop performed in a professional manner. They were presented with a difficult task which they carried out admirably within the time constraints of the workshop.

III. Accomplishments

A. Major Accomplishments

1. Synthesis of teacher education concepts appropriate to Competency-Based Industrial Teacher Education.

2. Identification and validation of specific instructional competencies for industrial education teachers in Florida.

3. Identification of specific criteria for evaluation of these competencies.

4. Identification and selection of suitable instructional materials from previous and on-going CBTE efforts, to be used as a foundation for curriculum development during Phase II.

The accomplishments listed above were culminated through the organization and use of a State Advisory Committee and validation workshop for Competency-Based Teacher Education. Membership on the advisory committee was diverse and knowledgeable. Participants of the validation workshop were no less diverse and knowledgeable. They included vocational supervisors, administrators, and practicing teachers from throughout Florida. Input and guidance provided by advisory committee members and the workshop participants were determining factors in successfully completing Phase I of this project.

The advisory committee meetings and workshop activities also provided a vehicle through which members and participants were able to further their

professional development through the exchange of ideas and synthesis of views regarding traditional and innovative teacher education concepts and practices. This also resulted in a strong base of support for the development and implementation of a competency-based industrial teacher education program. The impact of advisory committee meetings and workshop activities toward synthesis might best be summarized by the following comments from workshop participants and advisory committee members:

1. *"If the results of this effort are quickly compiled and put into practice with an eye toward improvement, then the accomplishments here will be far reaching."*

2. *"Another giant step in the right direction to improve vocational education."*

3. *"I hope that this body might meet again, from time to time, for re-evaluation, updating, or what have you."*

4. *"This has been a very stimulating experience."*

5. *"In all my years as a teacher educator, this has undoubtedly been my most meaningful experience."*

Identification of 27 pre-service and 35 in-service instructional competencies was achieved through advisory committee use of a unique sort procedure. Identification and selection of sample criteria for the evaluation of pre-service competencies and identification of these competencies was accomplished through the joint efforts of the advisory committee and project staff.

Validation of the pre-service competencies and their criteria, and evaluation of sample instructional materials was achieved during the workshop. Sample workshop instruments are contained in Appendix H. A summary of workshop findings (Figure 1) and a listing of revised and validated pre-service competencies and criteria (Figure 2) follows:

Figure 1. Summary of Workshop Findings

1. The 27 competencies presented are useful and necessary to any pre-service training program for new industrial education teachers.

2. Of 113 specific criteria, 90 have been found to be useful and necessary to any pre-service training program for new industrial education teachers, and the remainder will need some form of revision (see "change sheets" in Appendix I).

3. 42 of the 88 instructional materials evaluated can be used with minor modification, but the remaining 46 items must be modified or disregarded altogether and new materials produced to cover materials gaps identified by the workshop.

Figure 2. Pre-Service Industrial Education Teacher Competencies and Criteria

A. Human Relations Competencies

1. Determine Needs and Interests of Students
   a. Develop a record file on each student (student information sheet, data sheet, etc.).
   b. The needs of students were addressed through group discussion and individual conferences.
2. Relate to Students as Individuals
   a. Socio-economic/cultural school community characteristics were identified.
   b. Patterns of human development were emphasized.
   c. Potential student problems were recognized.
   d. Community personal services were identified.
3. Assist Students in Developing Self-Discipline
   a. Teacher will assist students in understanding class/laboratory rules and regulations.
   b. Student resistance to peer pressures was emphasized.
   c. Students were assisted in setting objectives to attain goals.
   d. Students were shown how to manage time effectively.
   e. Students were assisted in coping with success and failure experiences.
4. Employ Reinforcement Techniques in Interpersonal Relations
   a. Identify potential individual personal problems.
   b. Alternatives to achieve objectives in interpersonal relations were identified.
5. Demonstrate the Ability to Communicate with Students, Other Teachers, Administrators, and Laymen
   a. Student-parent conferences were conducted, when appropriate.
   b. Examples of how to participate in and contribute to meetings with students, other teachers, administrators, and laymen were observed.
   c. Time for conferences with students, other teachers, administrators, and laymen was established and communicated.
   d. Communication differences among students, other teachers, administrators and laymen were identified.

6. Demonstrate an Understanding of Working Interpersonal Relations Within Educational Organizational Structures
   a. Official and unofficial communication patterns in the school and district were identified.
   b. Follow-up personal contacts within the organizational structure were initiated.

B. Instructional Planning and Evaluation Competencies

1. Identify Instructional Objectives
   a. The teacher understood and used V-TECS materials.
   b. The teacher understood that the program skills are derived from detailed job analysis profiles.
   c. Necessary tasks were identified and updated from job analyses.
   d. Objectives were written from V-TECS materials and job analyses information.
2. Develop the Instructional Lesson Plan
   a. An outline was prepared.
   b. The techniques, methods, and aids to be used were identified.
   c. The four-step model was used.

C. Teaching Methods Competencies

1. Select an Appropriate Teaching Method
   a. The size of the class (group) was considered.
   b. The objective(s) of the lesson was (were) considered.
   c. Student abilities were considered.
2. Employ Oral Questioning Techniques
   a. Concise oral questions were used to encourage student participation and maintain continuity of ideas.
   b. Each student was given the opportunity to participate, based on his ability and past experience.
   c. The teacher paraphrased or repeated the students' answers.
   d. Attention and consideration were given to each student's response.
3. Present Information Through an Illustrated Talk Using Models, Real Objects, Chalk Boards, and Overhead Projectors
   a. The decision was made whether to use a model, real object, chalkboard, or overhead projector.
   b. Specific features of the model were accented through the use of color, texture, and moving parts.
   c. Complex illustrations were clear and legible and were shown in a step-by-step manner.
   d. All students were able to see the illustrations and read the writing.
4. Conduct Group Discussions
   a. Students were involved in determining the ground rules for group discussion.
   b. The size of the group was appropriate to the topic of the discussion.
   c. The topic of the discussion was introduced in an appropriate manner.
   d. Direction and interest was maintained by seeking out student participation, interjecting questions, and recognizing non-verbal cues.
   e. Important points were summarized in closing.

5. Present a Related Lesson
   a. Appropriate related information was identified and selected.
   b. The student was prepared for the related lesson.
   c. The related lesson was presented to the student.
   d. The student was given the opportunity to apply the related information.
6. Present a Manipulative Lesson
   a. All equipment, tools, and materials were ready for use.
   b. The purpose of the demonstration was established (preparation).
   c. Each step of the demonstration was stressed, explained, and performed in proper sequence (presentation).
   d. Students were required to apply their understanding of the demonstration (application).
   e. Students were required to perform on their own (testing).
   f. The demonstration was visible to all students (presentation).
   g. Critical safety points of operation were emphasized for the students (presentation).
   h. The teacher used verbal and non-verbal cues to evaluate student understanding.
   i. Ample opportunity was provided for student questions during and after the demonstration.
7. Direct Problem Solving Activities
   a. The purpose of the assignment to the specific job was explained.
   b. The assignment was based on the students' needs, interests, and abilities.
   c. Students were involved in determining methods for carrying out the assignment.
   d. Suitable instructions were given with time for student questions.
   e. Appropriate facilities and equipment were made available.
   f. The method for evaluating student achievement was explained.

D. Shop/Classroom Management Competencies

1. Organize and Maintain the Vocational Laboratory
   a. Laboratory equipment was scheduled and arranged for maximum utilization by students.
   b. The layout of the laboratory was arranged to simulate as closely as possible, the occupational environment.
   c. An appropriate example equipment list was provided.
   d. The laboratory work and storage areas were arranged to facilitate student work performance.
   e. A fair system for student cleaning and maintaining of the laboratory was cooperatively established.
2. Establish and Maintain a Filing System
   a. The teacher was provided with an organized (e.g., color coded) system for filing.
   b. A set of categorized file dividers was provided.
   c. Examples of required records were provided to assist in collecting pertinent student data.
   d. The report forms were coded in a manner compatible with the filing system.
   e. The teacher identified the several purposes of a filing system, e.g., occupational information, instructional material, reports.

3. Manage Equipment and Supplies in the Vocational Laboratory
   a. An inventory of tools, supplies, and equipment was maintained.
   b. A system for budgeting, ordering, repairing, and servicing tools, and equipment was established.
   c. A system for storage, security and student check-out of equipment and supplies was developed.
4. Establish and Maintain a Student Progress Record
   a. An example progress chart was provided and reviewed.
   b. A confidential student progress report was estblished, maintained, and reviewed with each student periodically (each six weeks).
5. Provide for the Safety/First Aid Needs of Vocational Students
   a. The physical environment (heat, light, and ventilation) was properly controlled.
   b. Each student was instructed in the safe use of each piece of equipment (and to include the wearing of safe attire).
   c. Rules for safe use of each piece of equipment were displayed in vicinity of the equipment.
   d. Local policy regarding first aid, safety procedures, and medical referral was provided.
   e. Safety, guards, electrical grounds, and other protective devices were installed on all hazardous equipment.

E. Evaluation Competencies

1. Identify or Assess Student Performance in the Classroom and Shop/Laboratory
   a. Decisions were reached as to which type of form of evaluation procedure was needed to assess student performance.
   b. The teacher constructed several objective tests (multiple choice, true-false, and matching) to assess student classroom performance and prepared a scoring key for each test.
   c. The teacher identified effective performance procedures to be used in assessing classroom performance.
2. Assess Student Performance in the Shop/Laboratory
   a. A model or explicit criteria was developed.
   b. A process performance scale was developed and discussed with the students.
   c. Completed process and products were evaluated using the model or explicit criteria and the evaluation scale was discussed with the students.
   d. Teachers were made aware of the importance of informing students promptly of their evaluation of processes and products.
3. Determine Student Grades in the Vocational Offering
   a. A recording form was utilized to incorporate essential data for the students' classroom instruction and laboratory experiences.
   b. The grade was determined for the students' performance on related instruction.
   c. The grade was determined for the students' performance on laboratory experiences.
   d. The grade for each was weighted to determine its proper relationship to the total grade.
   e. The total grade for the student was determined by averaging the weighted grades.

f. Evaluations were used in assessing programs, identifying student progress and setting goals.
g. Provisions were made for students who could not achieve performance standards.

4. Develop an Awareness of Accountability in Terms of Job Placement, Continued Training and Follow-Up
Note: This competency was identified during the validation workshop. Consequently, criteria remains to be established.

F. Professional Development Competencies

1. Demonstrates an Understanding that Industrial Education Courses are Established and Continued Based on Labor Market Needs and Other Economic Conditions
a. Summaries of Bureau of Labor statistics data were reviewed to identify national labor market trends.
b. Local industry was surveyed to determine community labor needs.
c. The teacher related national labor trends and local labor needs to the industrial education program.

2. Demonstrate Knowledge of the Various Professional Organizations and the Services They Provide for the Beginning Teacher
a. Pertinent professional organizations were identified.
b. Organizational services for beginning teachers were outlined.
c. Methods of obtaining help for beginning teachers were discussed.
d. Dress appropriate to the profession was displayed.

3. Demonstrate Awareness of District and School Policy and Organizational Structure
a. The teacher was provided with information indicating local organizational structures.
b. The teacher developed a simplified organizational chart for points of frequent contact from the above materials.
c. The teacher correctly identified statements which were consistent with district and school policy.

G. Student Organizations

1. Develop an Awareness of VICA and Other Groups
a. A VICA handbook (kit) was provided for new teachers.
b. An overview of the student organization program was given.
c. A list of local VICA contact people was provided.
d. The advantages and disadvantages of VICA for the particular class were listed and discussed.

IV. Major Activities and Events

A. Activities

Accomplishments listed previously were made possible in part by the following:

1. Use of a unique sort procedure in adivsory committee meetings and university classes of vocational education students to identify competencies essential to Florida's Industrial Education Teachers.

2. Accumulation of representative samples of previously identified competencies, specific criteria, and instructional materials from Florida and national projects in CBTE.

3. Validation and evaluation of competencies, criteria and materials to be used in the CBTE pre-service training program.

B. Events

Two major events occured during this period which contributed significantly to the completion of Phase I.

1. Advisory committee meetings (Appendix J).

2. A workshop of industrial education teachers, vocational administrators, and teacher educators (Appendix D).

Throughout the advisory committee meetings, there was general acceptance of the competency-based teacher education concept. All members expressed their readiness and willingness to continue the project to full implementation in a field-based CBTE program.

The following summary of the workshop evaluation and participant comments (Figure 3) indicates their enthusiasm to bring this project to fruition.

Figure 3. Summary of Workshop Evaluation

	Not Applicable	Very Little	Some	Quite a Bit	A Great Deal
1. How much did you know about Competency-Based Teacher Education prior to this workshop?		4	5	8	
2. How much has this workshop contributed to your knowledge of Competency-Based Teacher Education?			4	5	8
3. How much did you favor Competency-Based Teacher Education prior to this workshop?	1		3	4	8
4. How much has your position changed in favor of Competency-Based Teacher Education as a result of this workshop?		6		3	8
5. Were the stated goals for this workshop achieved?				7	9

Workshop Evaluation Comments:

1. Excellent workshop, good planning, etc.
2. Have group meetings every morning or evening to discuss any problems that arose during the day.
3. Next time hold workshop at Lum's.
4. Very pleased to be involved.
5. The goals of this workshop will not be known until the product of this input is compiled.
6. Get to work on the project and get it in motion.
7. An excellent investment of time.
8. This workshop was well organized and proved to be very worthwhile.
9. Excellent involvement. Should have good validation of competencies and group evaluation of materials.
10. A darn good workshop and a good way to approach the project.
11. More time would have provided more thorough examination of materials.
12. It was great.
13. If such a program is initiated and funds are made available, I think it will help a great deal.
14. I hope that this body might meet again, from time to time, for re-evaluation, updating, or what have you.
15. If the results of this effort are quickly compiled and put into practice with an eye toward constant improvement, then the accomplishments here will be very far reaching.
16. Another giant step in the right directions to improve vocational education.

V. Problems

Difficulty in removing existing barriers to program implementation was viewed as a major problem.

Throughout Phase I, implementation of CBTE for industrial education teachers was considered and discussed by advisory committee members, the CBTE staff, and participating graduate students. The consensus was that barriers to implementation include:

1. Inability of some districts to pay for pre-service workshop participation.

2. Existing funding formulas at the state and university level may not provide for reimbursement of workshop costs.

3. Unwillingness of some administrators at all levels to support a field-based pre-service and in-service program.

4. Location of physical facilities such as teacher education centers, vocational-technical centers, and community colleges conducive to "hands-on" workshop activities may be very limited or non-existent in certain localities.

5. Reluctance of potential industrial teachers to leave well-paying jobs early to attend pre-service workshops.

6. Existing policy may discourage participation in a pre-service program.

These barriers, however, were not seen as insurmountable. The following are a number of change agents presently at work which should minimize resistance to and promote the concept of CBTE:

1. The move on a national scale is toward competency-based teacher education.

2. The Florida State Board of Education shows enthusiasm for competency-based, field-based industrial education pre-service and in-service teacher education.

3. University personnel see field-based pre-service and in-service industrial education teacher training as a vehicle to expand existing programs.

4. The advent of newly established teacher education centers will tend to make non-university based training more frequent.

5. The possibility of changing existing industrial education certification regulations to require pre-service training.

6. Pre-service and in-service training improve instruction, thereby providing a more competent work force.

7. The concept of pre-service industrial education teacher training would tend to reduce the current high attrition rate among new industrial education teachers.

8. University funding formulae may be changed to provide personnel and resources for field-based pre-service and in-service industrial education teacher activities.

9. Change district fiscal policies to provide funds for pre-service and in-service training.

VI. Recommendations

1. There exists a significant core of training materials which could be adopted to fit the pre-service training needs of Industrial Education Teachers in Florida. Every effort should be made to capitalize on the use of these materials whenever possible.

2. The revision of materials and creation of new materials should be field-based in nature. This procedure will create the dissemination vehicle and ensure wide participation of teachers in the development of their own training materials.

3. Careful attention must be given to the communication complexity and language level of the training materials. Results of Phase I indicate that Industrial Education teachers will not spend long hours in reading training materials and would be frustrated if the reading level of the materials is high.

4. There is a consensus from teacher educators, teachers, and administrators concerning the competencies and performance criteria for pre-service (prior to teaching) Industrial Education teachers. Every effort should be made to extend their participation in establishing consensus for higher levels of teaching and administration competencies.

5. Competency-based teacher education for Industrial Education teachers promises to be an exemplary program from which other vocational service areas will seek direction. Consequently, every effort should be made to provide programs (project) continuity through adequate funding measures.

The Phase I workshop indicated that local teachers and administrators are enthusiastic about participating in the development of their own training material, and their input is essential to the success of any teaching program. The following rationale for field-based curriculum development (Figure 4) includes the participation of local teachers and administrators as an essential

element. It is therefore highly recommended that this approach be favorably considered when funding Phase II.

Figure 4. Rationale for Field-Based Curriculum Development - Phase II

Results of Phase I indicate that there are seven major areas of *curriculum development for Industrial Education teachers training programs.*

1. *Human Relations*
2. *Instructional Planning*
3. *Teaching Methods*
4. *Shop and Classroom Management*
5. *Evaluation*
6. *Professional Development*
7. *Student Organizations*

The focus of Phase II would be to capitalize on existing materials which address each of the seven *areas. The vehicle for curriculum development would be Florida universities with existing vocational education programs in cooperation with regional vocational and administrative units.*

Of primary importance in field-based curriculum development efforts is the necessity for detailed specifications for curriculum design development. These specifications will include the competencies, criteria and associated certification standards. The curriculum laboratory located at Florida State University, in conjunction with the Vocational, Technical and Career Education Department will develop detailed Requests for Proposals (RFP) to be used by participating universities and local vocational administrative units. These requests for proposals will be concerned with mini-grants to fund curriculum development and revision of existing materials for the six curricula areas noted above.

The specifications will include utilization of advisory committees and curriculum development teams at each field-based site.

The minimum composition of the advisory committee/curriculum development teams will include the following:

1. *University-based vocational teacher educator.*
2. *A local vocational administrator.*
3. *Exemplary teachers identified by local administrators and university personnel.*

The development effort will require monitoring of each developmental site by the curriculum laboratory personnel. This effort will include several on-site visitations to coordinate development activities in the field.

The results of Phase I indicate a significant core of existing instructional materials which would be used in the pre-service training of vocational education teachers. Therefore, the field-based developmental teams will concentrate their efforts in adapting these existing materials. The field-based development teams will initiate original materials in those cases where existing material is deficient or non-existent. This process should greatly reduce the cost of material development. The cost of staff should also be minimal because each team will consist of practicing professionals (teacher educators, administrators, vocational teachers) and will require few, if any, additional staff or consultant services.

APPENDIX A

AN OVERVIEW OF CBTE INFORMATION
FROM STATE DEPARTMENTS AND UNIVERSITIES

FLORIDA PROGRAM PROJECT

"Competency-based Teacher Education
for Industrial Education Teaching"

"A Florida Program Project"

February, 1975
Janice Deermen

AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION
PBTE Series

We have the following from the PBTE Series:

#1-"What Is The St[illegible] of the Art?"

#2-"The Individualized, Competency-Based System of Teacher Education at Weber State College," March, 1972 (See report on Utah)

#3-"Manchester Interview: Competency-Based Teacher Education/Certification," April, 1972.

#4-"A Critique of Performance-Based Teacher Education," May, 1972

#5-"Competency-Based Teacher Education: A Scenario," June, 1972

#7-"Performance-Based Teacher Education: An Annotated Bibliography," August, 1972

#8-"Performance-Based Teacher Education Programs: A Comparative Description," October, 1972

#10-"A Humanistic Approach to Performance-Based Teacher Education," April, 1973.

#11-"Performance-Based Teacher Education and the Subject Matter Fields," June, 1973.

#12-"Performance-Based Teacher Education: Some Measurement and Decision-Making Considerations," June 1973

#14-"Performance-Based Teacher Education Design Alternatives: The Concept of Unity," September, 1974

#15-"A Practical Management System for Performance-Based Teacher Education," February, 1974

#16-"Achieving the Potential of Performance-Based Teacher Education: Recommendations"

FLORIDA

DADE COUNTY

We have copies of the following modules developed by the Dade County Office of Vocational and Adult Education for vocational teachers:

PB-1-Orientation-Vocational Education
PB-3-Teaching Methodology, Part I-Effective Teaching Factors
PB-4-Teaching Methodology, Part II-Organization for Teaching
PB-5-Teaching Methodology, Part III-Effective Teaching Procedures
PB-6-Teaching Methodology, Part IV-Construction of Learning Experiences
PB-7-Instructional Planning
PB-8-Communication Skills
PB-9-Human Relations
PB-10-Instructional Aids
PB-12-Lab Management and Organization
PB-13-Foundations of Vocational Education
PB-14-Principles and Organization of Cooperative Education
SM-1-School Lab Safety Manual

FLORIDA STATE DEPARTMENT OF EDUCATION

FLORIDA CATALOG OF COMPETENCY-BASED TEACHER TRAINING MATERIALS
Second Edition, September, 1973.

This book contains a compilation of annotations listed in all previous PCTTM publications plus descriptions of revised and recently received materials updated through the summer of 1973.

THE FLORIDA CATALOG OF TEACHER COMPETENCIES
First Edition, January, 1973

The Catalog provides users with an array of competency statements from which descriptions of teachers can be built. Once competencies have been selected, they must be operationalized by specification of the conditions under which the performance is to occur and the criteria by which satisfactory performance is to be judged. When operationalized, the statements can serve as a basis for assessing teacher competencies and/or designing a teacher education program.

Fla. (con't.)

PINELLAS COUNTY

We also have the following Pinellas County performance-based modules for Teaching Vocational Teachers (T.V.T.):

Handbook for directing Teachers.

Instructors guide.

Module 0; Orientation

Module 1; Performance as a planner

Module 2; Performance as an implementor

Module 3; Performance as an evaluator

Module 4; Performance as a motivator

Module 5; Performance as a professional

Florida B-2 Modules:

Cluster II - Planning skills for Teachers.

Cluster III - Presentation skills for Teachers.

Cluster IV - Module VI - 1, Evaluating learning and instruction.

These modules focus primarily on the needs of the elementary teacher. They do, however, contain generic competencies that should prove of value when developing a competency-based curriculum for pre-service industrial education teachers.

GEORGIA

UNIVERSITY OF GEORGIA

One CBTE program began in March 1968 and is directed toward elementary teachers. Feasibility and development studies were completed in January, 1970.

The implementation of the pre-service phase has taken place in two stages. Stage one was the development and implementation of the instructional component. Approximately 500 pre-service elementary teachers were involved. Stage two was the development and implementation of the comprehensive program model with 200 per-service teachers participating along with 60 faculty members and 13 public schools.

Emphasis is put on 25 to 30 competencies. A list of all their instructional modules was included.

A second CBTE program involved a consortium between the University of Georgia and Savannah State College to determine and provide performance-based vocational competencies for a Baccalaureate degree, Trade and Industrial Education program.

The broad purpose of this project was to identify competencies needed by pre-service Baccalaureate program Trade and Industrial Education teachers. Identification of the competencies was to provide the basis for developing performance objectives and sequencing those objectives into a logical program of study for performance-based teacher preparation at the cooperating institutions.

Also from the consortium was Competency-Based Teacher Education: An Annotated Bibliogrpahy, dated December, 1974.

HOME ECONOMICS

AMERICAN HOME ECONOMICS ASSOCIATION

COMPETENCY-BASED PROFESSIONAL EDUCATION IN HOME ECONOMICS, 1974.

Preprofessional and professional improvement levels: Competencies and criteria were outlined under the following topics:

(1) Educational Philosophy in Home Economics

(2) Professional Role in Home Economics

(3) Program Planning for Education in Home Economics

(4) The Educative Process in Home Economics

(5) Research in Home Economics and Education

ILLINOIS

ILLINOIS STATE UNIVERSITY'S 1973 ANNUAL REPORT

In 1973 Illinois State University began Phase I of a CBTE program for Home Economics and Industrial Technology. Phase I (research and development) produced the following:

(1) Identification of competencies needed by teachers during their pre-service education.

(2) The conceptualization of competencies into a hierarchical structure.

(3) The design of a competency-based instructional sequence which is articulated with required preservice teacher education offerings of other departments in the university.

(4) The development of an experimental course, complete with sample teaching materials and related evaluation strategies.

Phase II will be to develop, field test, and revise teaching materials and evaluation strategies that will assure the successful completion of the competencies derived during the first phase. Also, emphasis will be on identifying and developing a hierarchy of technical competencies necessary for teachers in the areas represented by the department.

As the basis of the pilot course, the staff adapted a model proposed in Houston's STRATEGIES AND RESOURCES FOR DEVELOPING COMPETENCY-BASED TEACHER EDUCATION PROGRAM. The resultant model includes three basic clusters--organizing, interacting, and being a professional. Under these clusters are twelve basic competencies:

(1) Assessing learner needs and goals
(2) Managing the physical environment
(3) Setting goals and objectives
(4) Planning for teacher-student interaction
(5) Communicating in the classroom

(6) Nurturing humaneness in the classroom
(7) Instructing
(8) Managing learning
(9) Evaluating
(10) Gaining self-improvement
(11) Working with colleagues
(12) Developing professional actions

Under these competencies are competency components and performance objectives.

The CIPP (Context, Input, Process and Product) evaluation model prepared by the PDK Commission on Evaluation was used as a basis for projection evaluation. An internal evaluation process which focused on delineating, obtaining, and providing useful information for judging decision alternatives was the principle mode. In addition, an external congruent evaluation of the project's processes and products was conducted. All project activities were accomplished through a series of reports which focused on accomplishments, tasks in progress, and recommendations. The actual units will be field tested during the summer.

A complete instructional unit entitled "Competencies for Teachers" is provided in the Annual Report. The last portion is the Proposal for Phase II.

MINNESOTA

The Minnesota program was developed for Vocational Agriculture. It contained the following modules:

Module:

#1; Operating audio-visual equipment and learning resources.

#3; Teacher pupil planning

#4; Five problem-solving teaching methods

#5; Writing problem statements

#6; The Daily Lesson plan form

#7; Writing behavioral-orientated objectives

#18; The steps-key points method of problem-solving teaching

#22; The question-answer-discussion method of problem-solving teaching

#23; Individualized Teaching Techniques

#24; Utilizing resource personnel

#26; Utilizing a field trip

#29; Teaching the first class

MISSOURI

UNIVERSITY OF MISSOURI

This CBTE program was directed toward coordinators of cooperative occupational education. The coordinator's tasks were identified, selected, and clustered. These clusters were set up as units or modules. The modules are broken down into sub-tasks. Tasks are in rank order from simple to more demanding.

Modules are as listed:

(1) Differentiating between educational programs that utilize work experience as a part of the curriculum
(2) Initiating and utilizing an Advisory Committee
(3) Attraction and enrollment of students
(4) Developing training plans and agreements
(5) Coordinating the student's internship
(6) Adhering to labor laws and regulations
(7) Organizing Classroom instruction
(8) Utilizing vocational youth organizations in cooperative occupational education
(9) Developing effective public relations
(10) Continuing professional growth
(11) Evaluation of cooperative occupational education
(12) Planning a cooperative education program

The instruction system has progressed through three stages of field testing and revision. It has now been adopted as a permanent course on the Columbia campus as a complete package and for in-service groups off campus using one or more individual modules. There is documented evidence to support the belief that the system does provide a better alternative than the traditional lecture-discussion course format.

NEW JERSEY

STATE DEPT. OF EDUCATION

The State Dept. of Education has been involved since 1970 in developing a CBTE certification program. This program is directed toward Industrial Arts and T & I teachers and coordinators of cooperative industrial training.

The Ohio State materials were used. For Industrial Arts and T & I teachers, 137 competencies were used and 32 competencies for the coordinators. These specific competencies were listed. In addition, a critique form for teachers for Criterion-Based Performance Evaluation was provided.

NOCTI NEWS, Fall, 1974

This is a consortium of states and maintains close contact with the various vocational divisions of state departments of education. The affiliation of NOCTI with the Educational Testing Service (ETS) combines practical occupational experience and sophisticated psychometric techniques thus making available evaluative instruments that enhance the professional recognition of vocational teachers. There are 24 test centers throughout the country.

NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE

The National Occupational Competency Exams were developed by skilled tradesmen and test development specialists from every part of the nation. Each exam was reviewed by experienced craftsmen, then revised and pilot tested in Area Test Centers around the nation. Competent people from each occupational area and candidates who took the exams judge them to be fair, comprehensive samplings of the knowledge and skills the particular occupation demands.

NEW YORK

STATE UNIVERSITY OF NEW YORK

This university sent us a Glossary of Terms concerning CBTE.

SYRACUSE UNIVERSITY

A CATALOG OF CONCEPTS IN THE PEDAGOGICAL DOMAIN OF TEACHER EDUCATION: A MULTI-STATE CONSORTIUM ON PERFORMANCE-BASED TEACHER EDUCATION

Beginning the fall of 1970, a group of teacher educators from ten institutions across the country undertook the development and production of a new type of instructional material for the training of teachers. This type of material was intended to be a means of developing interpretive competencies in teachers. More precisely, such materials were to "instance" or illustrate basic concepts drawn from both the pedagogy and the subject matter content of teaching. The attempt in this catalog has been to identify, define and illustrate a set of significant concepts in classroom interaction. The purpose of this catalog is to provide developers of protocol materials with a conceptual resource.

UNIVERSITY OF HOUSTON

STRATEGIES AND RESOURCES FOR DEVELOPING A COMPETENCY-BASED TEACHER EDUCATION PROGRAM by W. Robert Houston, New York State Education Dept., Division of Teacher Education and Certification, 1972.

The purpose of this book is to suggest procedures for developing CBTE programs, considerations in their implementation, and some potential resources to support these efforts. This is not a theoretical treatise, but a practical guide for the practitioner.

Houston outlines five stages in the design process:

(1) Planning and Designing
(2) Development of Instructional Program
(3) Prototype Testing of Program
(4) Initial Operation
(5) Sustained Operation

Potential tasks under each of these stages are listed on page 9. There is a chapter on each of the five stages. Appendix B is a Module Evaluation Questionnaire.

RESOURCES FOR PERFORMANCE-BASED EDUCATION by W. Robert Houston, 1972.

This book includes annotations of modules, films, slide/tapes, programmed materials, videotapes, and other non-textbook materials which would support a performanced-based or competency-based professional education program.

RESOURCES FOR PERFORMANCE-BASED EDUCATION, SUPPLEMENT A by W. Robert Houston, 1973.

OHIO

UNIVERSITY OF TOLEDO

The University has been in the process of designing, developing, and implementing a CBTE program since October, 1967. The program went into full operation fall quarter, 1973. This program is directed to all teachers, elementary and secondary.

Several publications are available:

(1) Four EDUCATIONAL COMMENT booklets:

(a) CONTEXTS FOR TEACHER EDUCATION, 1969
(b) THE OHIO MODEL AND THE MULTI-UNIT SCHOOL, 1971
(c) FIELD-BASED TEACHER EDUCATION: EMERGING RELATIONSHIPS, 1972
(d) TEACHER EDUCATION FOR AN URBAN SETTING, 1973

(2) Two research reports in ERIC:

(a) EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM, FINAL REPORT, VOL. I & II
(b) THE FEASIBILITY OF EDUCATIONAL SPECIFICATIONS FOR THE OHIO COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM

(3) Book entitled: PARTNERS FOR EDUCATIONAL REFORM AND RENEWAL: COMPETENCY-BASED TEACHER EDUCATION, INDIVIDUALLY GUIDED EDUCATION, AND MULTI-UNIT SCHOOLS (price $10.50)

(4) Modules for elementary education - $17.00 a package
Modules for secondary education - $25.00 a package

OHIO STATE UNIVERSITY

Ohio State's CBTE program is directed toward vocational teachers. One hundred eighteen (118) modules have been written with 384 performance elements. Modules, which are appropriate for preservice and in-service, are grouped into ten categories:

A. Program planning, development and evaluation
B. Instructional planning
C. Instruction-Execution
D. Instruction-Evaluation
E. Instructional management
F. Guidance
G. School community relations
H. Student vocational organization
I. Professional role and development
J. Coordination

Publications available:

(1) LISTING OF PROFESSIONAL VOCATIONAL TEACHER EDUCATION MODULES, October, 1975
(2) PERFORMANCE REQUIREMENTS FOR TEACHER-COORDINATORS, March, 1972.
(3) LISTING OF PROFESSIONAL VOCATIONAL TEACHER EDUCATION MODULES FOR FIELD TEST AT FLORIDA STATE UNIVERSITY. (See page 2a)

(2a)

OHIO MODULES ON HAND FOR FIELD TEST

Module No.	Title
B-4	Write A Lesson Plan
B-6	Select & Obtain Student Instructional Materials
B-7	Prepare Teacher-Made Instructional Materials for a Lesson
C-4	Direct Students in Instructing Other Students
C-6	Direct Student Study
C-7	Direct Student Laboratory Experience
C-10	Introduce A Lesson
C-11	Summarize A Lesson
C-12	Employ Oral Questioning Techniques
C-13	Employ Reinforcement Techniques
C-14	Provide Instruction for Slower and More Capable Students
C-15	Present Information Through An Illustrated Talk
C-16	Demonstrate A Manipulative Skill
C-19	Conduct Team Teaching
D-2	Assess Student Cognitive Performance
D-3	Assess Student Affective Performance
	ADDITIONAL MODULES ADDED 2/26/75:
C-2	Conduct Group Discussions, Panel Discussions & Symposiums
C-23	Present Information with Overhead and Opaque Materials
C-9	Direct the Project Method
	MODULE ADDED 3/75
E-5	Provide for the Safety Needs of Vocational Students
E-6	Provide for the First Aid Needs of Vocational Students

PENNSYLVANIA

TEMPLE UNIVERSITY

Since 1973 Temple has had an experimental program in CBTE called VITAL. This program is directed toward intern industrial education teachers. These interns are full-time teachers with no formal teacher preparation. The first year there were 114 interns in 28 different schools with a staff of 45 professionals. The second year there were 150 interns in 32 schools with a professional staff of 61.

The Ohio State materials were used. Temple uses 30 modules based on 89 competencies in their program. VITAL is individualized, personalized and field-centered. The differentiated staffing pattern is used (senior teaching educators, field resource persons, and resident resource persons). Upon successful completion of the 30 modules and demonstrations of ability to perform 89 teaching skills, a local council of educators meets to decide if the intern can be recommended for provisional certification.

Problems of implementing a new CBTE program were discussed:

(1) Acceptance from senior teacher educators of the new delivery system as an effective alternative to conventional time and campus-based industrial teacher education.

(2) Recruitment and preparation of field and resident resource persons.

(3) Recruitment of interns interested in this new delivery system versus the conventional system.

(4) Traveling to and from schools by the field resource persons.

(5) Program began before all the supplies and equipment needed to operate were available.

(6) Lack of an adequate information management system (problem still exists).

Assessment of the first year's program:

(1) A high degree of consistency in program operation.

(2) Highly successful in preparing competent vocational teachers.

(3) Highly relevant to the success of the intern's future as a teacher.

(4) A yearly cost per intern of $1,100.

UTAH

WEBER STATE COLLEGE

This CBTE program has been in operation since September, 1970. It is the only program for teacher certification. This program is directed toward all teachers, both elementary and secondary. No specific units of instruction have been written for vocational teachers.

Weber State College has devised the WILKIT (Weber Individualized Learning Kits). The WILKIT represents a self-correcting model of intruction with performance objectives as the focus. A credit-no credit grading system is used.

An Operations Center which serves as the nerve center of all activities has been established. It is responsible for scheduling faculty conferences, seminars, films, or other learning activities upon student demand. Objective tests are administered and scored and student records are maintained.

In addition, a 40-hour group experience called the Interaction Laboratory has been instituted. This lab has 26 experiences on communication and other human relations skills.

The following WILKITs were provided:

WILKIT No.	TITLE
2.	Lesson and Unit Planning
4.	Classroom Management and Discipline
7.	Principles of Reinforcement
10.	Teaching and Learning in the Three Domains
12.	Self-Concept
13.	Motivation and Learning
17.	Professional Relationships
21.	Classroom Group Meetings
25.	Group Processes
57.	Tutoring Techniques and Student Records
70.	Media Equipment Operation
80.	Classroom Strategies - Lecture Demonstration
81.	Classroom Strategies - Inquiry
84.	Classroom Strategies - Team Teaching

CBTE ADVISORY COMMITTEE
Appendix B

Dr. Robert E. Andreyka
904 Wildwood Dr.
Vocational Education
Florida State University
Tallahassee, FL. 32306
(904)644-6029

Dr. Douglas McBriarty
Pinellas County Schools
1960 E. Druid Rd.
Clearwater, FL. 33519
(813)422-1171

Dr. Patricia Lutterby
Board of Regents
210 Collins Building
Tallahassee, FL.
(904)488-5010

Dr. Thomas S. Briley
CBTE Project Director
904 Wildwood Dr.
Vocational Education
Florida State University
Tallahassee, FL. 32206
(904)644-6831

Mr. Ronald W. Scull
Consultant
Certification Office
State Dept. of Education
Knott Building
Tallahassee, FL. 32304
(904)488-2022

Dr. Samuel E. Russell
Dept. of Vocational and Technical Education
St. Johns Bluff Rd., South
Box 17074
Jacksonville, Fl. 32216
(904)646-2666

Dr. H. C. Beacham
Bldg. A, Tech Center
South Blvd.
Tallahassee, FL. 32307
(904)222-8030, ext, 235

Dr. Bob Paugh
Dept. of Industrial Education
Fla. Technological University
Orlando, FL. 32816
(305)275-2576

Dr. Warren Leffard
University of West Fla.
Vocational Education
Pensacola, FL. 32504
(904)476-9500

Dr. Henry Ziel
Fla. International University
Tamiami Trail
Miami, FL. 31344
(305)552-2711

Dr. Paul Kretzschmar
Coordinator
Performance Based Vocational
Teacher Training Program
1450 N.E. Second Ave.
Miami, FL. 33132
(305)350-3435

Dr. Raymond Hill
University of South Fla.
4202 Fowler Ave.
Tampa, FL. 33620
(813)974-2100

GUESTS, STATE DEPARTMENT OFFICIALS AND ADDITIONAL PARTICIPANTS

Mr. John R. Sojat
Administrator, Industrial Education Section
348 Barnett Bank Building
Tallahassee, FL. 32304
(904)488-2854

Mr. Frank House
Vice President
Fla. Industrial Education Association
5418 LeJeune Dr.
Orlando, FL. 23808
(305)656-2851

Mr. Herman Morgan
President
Fla. Industrial Education Association
410 Island Dr.
Temple Terrace, FL. 33617
(813)229-1589

Mr. Charles Watford
University of West Fla.
111 Ninth Ave.
Graceville, FL. 32540
(904)476-9500

Dr. Earl Fowler
Dept. of Industrial Education
Fla. Technological University
Orlando, FL. 32816
(305)275-2576

Dr. Hobdy Perkins
University of West Fla.
Vocational Education
Pensacola, FL. 32504
(904)476-9500

Mr. H. J. Spurlin
Bureau of Vocational Program Services
TB & T Building
Tallahassee, FL. 32304
(904)488-6347

Dr. Kenneth Eaddy
State Dept. of Education
Knott Building
Tallahassee, FL. 32304
(904)488-3995

Mr. Berlin R. Carroll
CBTE Project Assistant
904 Wildwood Dr.
Vocational Education
Florida State University
Tallahassee, FL. 32306
(904)644-6831

Mr. Talmidge Rushing
Assistant Administrator
Industrial Education Section
348 Barnett Bank Building
Tallahassee, FL. 32304
(904)488-2854

Mr. H. C. Rand
Vocational Profession
Development Specialist
Bureau of Vocational Program
Services
TB & T Bldg.
Tallahassee, FL. 32304
(904)488-6347

APPENDIX C
SORT PROCEDURE

Instructions

The procedures described below refer specifically to competencies needed by vocational industrial education teachers in Florida. As an advisory committee member, you are expected to judge a series of printed competency statements in terms of the extent to which they are necessary for vocational industrial education teachers. If you have any question concerning the meaning of a competency statement, inspect the list of associated skills at the bottom of the card.

The first three groups are levels of teaching. These are entering, intermediate (Rank III) or advanced (Rank II) certification levels. The fourth group is a not applicable group of competencies which cannot be assigned to any one of the other three groups.

1. Entry Competencies -- these refer to skills which the successful beginning teacher must have prior to beginning teaching.

2. Rank III Competencies -- these refer to skills which the vocational teacher would have at the end of 1-3 years of teaching at the Rank III level.

3. Rank II Competencies -- these refer to skills which the successful teacher would have at the end of 1-3 years of teaching at the Rank II level.

4. Not Applicable -- these refer to skills which cannot be assigned to the other three groups. A card may be placed in this group if the competency and skill statements are not needed by a teacher at any level.

Each judge must place <u>at least twenty cards</u> in each of the four groups. Since there are 118 cards, each group will have from 20 to 58 cards when the sort is complete.

Please note that there may be competencies needed by successful teachers which are not indicated on any of the cards. Please use a blank card to record new competency statements which you feel should be included. These cards should be placed in a separate group and not included in the card sort.

SAMPLE IBM CARDS

COMPETENCY 03-22

ILLUSTRATE WITH MODELS, REAL OBJECTS AND FLANNEL BOARDS

SKILLS

1-ILLUSTRATE WITH MODELS AND REAL OBJECTS
2-PRESENT INFORMATION WITH THE AID OF A FLANNEL BOARD

COMPETENCY 03-07

DIRECT STUDENT LABORATORY EXPERIENCE

SKILLS

1-DIRECT STUDENT LABORATORY EXPERIENCE
2-DIRECT STUDENTS IN PREPARING LABORATORY WORK OR JOB PLANS
3-GUIDE STUDENTS PROGRESS THROUGH THE USE OF OPERATION AND/OR JOB SHEETS

Classification of ranked competencies

Type of Competency	Number of competencies classified			
	Entry	Rank III	Rank II	Not Applicable
Class Management	5			
Teaching Methods	19	8	1	
Shop/Laboratory Management	3	1		
Curriculum Development	6			1
Evaluation	5	1	5	
Professional Development	1		3	
Student Organizations		4	2	6
School-Community Relations		2	4	8
Cooperative Programs		2		5
Guidance			2	
Supervision			2	1
Administration			4	13
TOTAL	39	22	23	34

An analysis of the results indicates the competencies for entry industrial education teachers are closely related to activities occurring within the classroom-shop environment. Class and Shop Management competencies will allow the entry teacher to control the learning environment and use the facilities appropriately. The Curriculum Development, Teaching Methods and Evaluation Competencies can be combined in terms of providing an integrated set of skills for effective instruction.

The competencies for Rank III and Rank II teachers reveal an elaboration of teaching Methods with Evaluation more on the program level rather than the classroom level. Rank III competencies reflect more activity outside the classroom/shop but still closely allied with the school program. Rank II competencies indicate a further trend to activities outside the school with Guidance and Supervision as an integral part of their job. It seems that Administration Competencies are only modestly represented for Rank II teachers and are considered generally outside the scope of the three levels of teaching.

COMPETENCY CATEGORIES

Number	Title	Frequency of selection
CLASS MANAGEMENT:		
(ENTRY)		
05-07	Assist Students in Developing Self-Discipline	9
06-02	Relate To Students As Individuals	10
03-13	Employ Reinforcement Techniques	10
05-06	Provide For The First Aid Needs Of Vocational Students	13
05-05	Provide For The Safety Needs Of Vocational Students	13
(RANK III)		
None		
TEACHING METHODS:		
(ENTRY)		
03-02	Conduct Group Discussions, Panel Discussions, and Symposiums	5
03-20	Present Information With The Assistance Of A Subject Matter Expert	5
02-26	Present Information With Audio Recordings	6
03-06	Direct Student Study	7
03-21	Illustrate With Bulletin Boards And Exhibits	8
03-09	Direct The Project Method	8
03-18	Directed Individualized Instruction	9
03-25	Present Information With Films	10
03-23	Present Information With Overhead And Opaque Materials	10
03-22	Illustrate With Models, Real Objects And Flannel Boards	10
03-07	Direct Student Laboratory Experience	10
03-24	Present Information With Filmstrips And Slides	11
03-15	Present Information Through An Illustrated Talk	11
03-29	Present Information With The Chalkboard And Flip Chart	12
03-17	Demonstrate A Concept Or Principle	12
03-16	Demonstrate A Manipulative Skill	13
03-12	Employ Oral Questioning Techniques	14
03-11	Summarize A Lesson	14
03-10	Introduce A Lesson	14
(RANK III)		
03-19	Conduct Team Teaching	6
03-05	Employ The Techniques Of Role Playing And Simulation	6
03-03	Stimulate Learning Through Brainstorming, Buzz Group And Question Box Techniques	6
03-28	Direct Programmed Instruction	7
03-04	Direct Students In Instructing Other Students	8
03-08	Direct Students In Applying Problem-Solving Techniques	9
03-01	Conduct Group And Individual Field Trips	10
06-04	Conduct Individual And Group Conferences	6

Number	Title	Frequency of selection
SHOP/LABORATORY MANAGEMENT:		
(ENTRY)		
05-08	Manage Equipment And Supplies In The Vocational Laboratory	10
05-04	Maintain A Filing System	9
05-09	Organize And Maintain The Vocational Laboratory	8
(RANK III)		
05-03	Arrange For Expanding Facilities And For Receiving And Purchasing Special Items For The Vocational Program	7
CURRICULUM DEVELOPMENT:		
(ENTRY)		
02-07	Prepare Teacher Made Instructional Materials For A Lesson	10
01-12	Write Student Performance Objectives For The Vocational Education Offerings	10
02-06	Select And Obtain Student Instructional Materials	11
02-03	Plan A Unit Of Instruction	12
02-04	Write A Lesson Plan	14
02-02	Determine Needs And Interests Of Students	8
(RANK III)		
01-11	Analyze An Occupation	5
05-01	Project Instructional Resource Needs	9
02-01	Sequence Student Performance Objectives	7
03-14	Plan Instruction For Slower And More Capable Learners	6
EVALUATION:		
(ENTRY)		
04-02	Assess Student Cognitive Performance	7
04-04	Assess Student Psychomotor Performance	7
04-03	Assess Student Affective Performance	6
04-01	Establish Criteria For Student Performance In A Vocational Education Program	9
04-05	Determine Student Grades In A Vocational Offering	11
(RANK III)		
04-06	Evaluate Instructional Effectiveness	7
PROFESSIONAL DEVELOPMENT:		
(ENTRY)		
09-03	Establish And Maintain A Personal Professional Philosophy And Ethical Standards	7
(RANK III)		
None		
STUDENT ORGANIZATIONS:		
(ENTRY)		
None		
(RANK III)		
08-04	Conduct A Leadership Training Session For The Officers Of The Student Vocational Organization	6

Number	Title	Frequency of selection
08-07	Supervise The Activities Of The Local School Vocational Organization	6
08-09	Advise And Assist Students With Fund Raising And Financial Management	7
08-03	Direct Initial Activities Of The Student Vocational Organization	5
SCHOOL-COMMUNITY RELATIONS:		
(ENTRY)		
None		
(RANK III)		
01-09	Maintain An Advisory Committee	8
06-05	Cooperate With Colleagues And Outside Agencies In Meeting Student Needs	7
COOPERATIVE PROGRAMS:		
(ENTRY)		
None		
(RANK III)		
06-06	Assist Students In Applying For Employment Or Further Education	8
10-04	Place Student-Learners On The Job	7

COMPETENCY CATEGORIES

Number	Title	Frequency of selection
TEACHING METHODS:		
(RANK II)		
03-27	Present Information With Televised And Videotaped Materials	4
(NON-APPLICABLE)		
None		
CURRICULUM DEVELOPMENT:		
(RANK II)		
None		
(NON-APPLICABLE)		
10-16	Maintain Effective Related Instruction In Your Cooperative Vocational Education Program	5
EVALUATION:		
(RANK II)		
08-13	Evaluate The Student Vocational Organization	5
06-01	Assemble Student Data	5
10-15	Evaluate Students On-The-Job Progress	6
01-15	Identify Needed Improvements Through Your Vocational Education Program Evaluation	9
01-14	Conduct A Student Follow-Up Study	9
(NON-APPLICABLE)		
None		
PROFESSIONAL DEVELOPMENT:		
(RANK II)		
09-01	Keep Up-To-Date In Your Profession And In Your Occupational Specialty	7
09-02	Serve The Profession	6
09-05	Select, Obtain, And Maintain A Job In Keeping With Your Professional Qualifications	10
(NON-APPLICABLE)		
None		
STUDENT ORGANIZATIONS:		
(RANK II)		
08-05	Assist Students In Developing A Yearly Program Of Work For The Student Vocational Organization	6
08-06	Assist Students In Advancing Within The Available Degrees In The Student Vocational Organization	7
(NON-APPLICABLE)		
08-01	Establish A Student Vocational Organization	4
08-14	Supervise Student Participation In Activities Of The Student Organization On The District, State, And National Levels	5
08-08	Assist Students In Publicizing The Activities Of The Student Vocational Organization	5
08-15	Assist With District, State, Regional And National Student Vocational Organization Contests	7

Number	Title	Frequency of selection
08-15	Assist With District, State, Regional And National Student Vocational Organization Contests	7
10-14	Conduct An Employer-Employee Appreciation	8
08-12	Supervise The Development Of A Chapter Scrapbook For The Student Vocational Organization	8
08-11	Supervise The Development Of An Annual Handbook For The Student Vocational Organization	8
SCHOOL-COMMUNITY RELATIONS		
(RANK II)		
01-08	Establish An Advisory Committee	6
07-10	Obtain Feedback From The School And Community Concerning The Vocational Education Program	7
07-02	Give Presentations To School And Community Groups To Promote A Vocational Education Program	7
07-08	Provide Service To And Maintain Liaison With Members Of The Community	10
(NON-APPLICABLE)		
07-04	Provide Displays And Exhibits In The School And Community On The Vocational Program	5
07-03	Provide Brochures To Inform The School And Community Of The Vocational Education Program	5
07-07	Conduct An Open House	6
07-05	Prepare News Releases And Manuscripts To Promote The Vocational Program	11
07-06	Plan, Develop And Present Television And Radio Programs To Promote The Vocational Program	12
01-05	Develop Public Awareness Of A Community Survey	12
09-04	Serve The School And Community	5
COOPERATIVE PROGRAMS:		
(RANK II)		
None		
(NON-APPLICABLE)		
10-12	Supervise On-The-Job Instruction	5
10-17	Improve On-The-Job Instruction	5
10-03	Identify And Secure Prospective Training Stations On The Basis of Selection Criteria And Data	6
10-11	Plan The Supervision Of On-The-Job Instruction	6
10-10	Assist Training Station Personnel In Becoming More Effective Educators	7
GUIDANCE:		
(RANK II)		
10-02	Identify And Enroll Prospective Student-Learners Of The Basis Of Selection Criteria And Data	4
06-03	Aid Students In Developing Educational And Career Goals	6
(NON-APPLICABLE)		
None		
SUPERVISION:		
(RANK II)		
09-07	Plan The Student Teaching Experience	6
09-08	Supervise Student Teachers	9

Number	Title	Frequency of selection
(NON-APPLICABLE)		
09-06	Plan And Provide Laboratory Experiences For Prospective Teachers	8
ADMINISTRATION:		
(RANK II)		
10-01	Establish Criteria For Initiating A Cooperative Program	7
01-13	Develop Long Range Vocational Education Program Plans	7
05-02	Prepare Vocational Budgets And Reports	8
10-13	Manage Student-Learner Absenteeism, Transfers And Termination In The Cooperative Vocational Education Program	5
(NON-APPLICABLE)		
08-02	Acquaint And Orient Prospective Members And Their Parents With The Student Vocational Organization	5
01-10	Develop Vocational Education Program Offerings	12
07-09	Cooperate With State And Local Educators	6
07-01	Develop A Plan For School-Community Relations	6
10-07	Assist Employers In Meeting The Legal Requirements Of A Training Station	8
10-08	Assist Student-Learners And Employers In Obtaining Reimbursement	9
01-04	Involve The Steering Committee And School Personnel In A Community Survey	10
01-03	Develop Materials And Procedures For Conducting A Community Survey	10
01-07	Report The Findings Of A Community Survey	11
01-06	Collect And Analyze Community Survey Data	11
01-02	Involve Local And State Agencies In A Community Survey	12
01-01	Pre-Plan A Community Survey	12
08-10	Maintain A File of Publications Available For The Student Vocational Organization	5

Summary of Competencies by Category

A = Administration
CD = Curriculum Development
COOP = Cooperative Programs
CM = Classroom Management
E = Evaluation
PD = Professional Development
S = Supervision
SCR = School-Community Relations
SO = Student Organizations
TM = Teaching Methods

COMPETENCY	ENTRY	RANK III	RANK II	NOT APPLI-CABLE	COMPETENCY	ENTRY	RANK III	RANK II	NOT APPLI-CABLE
1-1				A	5-4	SLM			
1-2				A	5-5	CM			
1-3				A	5-6	CM			
1-4				A	5-7	CM			
1-5				SCR	5-8	SLM			
1-6				A	5-9	SLM			
1-7				A	6-1			E	
1-8			SCR		6-2	CM			
1-9		SCR			6-3			G	
1-10				A	6-4		TM		
1-11		CD			6-5		SCR		
1-12	CD				6-6		COOP		
1-13			A		7-1				A
1-14			E		7-2			SCR	
1-15			E		7-3				SCR
2-1		CD			7-4				SCR
2-2	CD				7-5				SCR
2-3	CD				7-6				SCR
2-4	CD				7-7				SCR
2-6	CD				7-8			SCR	
2-7	CD				7-9				A
3-1		TM			7-10			SCR	
3-2	TM				8-1				SO
3-3		TM			8-2				A
3-4		TM			8-3		SO		
3-5		TM			8-4		SO		
3-6	TM				8-5			SO	
3-7	TM				8-6			SO	
3-8		TM			8-7		SO		
3-9	TM				8-8				SO
3-10	TM				8-9		SO		
3-11	TM				8-10				A
3-12	TM				8-11				SO
3-13	CM				8-12				SO
3-14		CD			8-13			E	
3-15	TM				8-14				SO
3-16	TM				8-15				SO
3-17	TM				9-1			PD	
3-18	TM				9-2			PD	
3-19		TM			9-3	PD			
3-20	TM				9-4				SCR
3-21	TM				9-5			PD	
3-22	TM				9-6				S
3-23	TM				9-7			S	
3-24	TM				9-8			S	
3-25	TM				10-1			A	
3-26	TM				10-2			G	
3-27			TM		10-3				COOP
3-28		TM			10-4		COOP		
3-29	TM				10-7				A
4-1	E				10-8				A
4-2	E				10-10				COOP
4-3	E				10-11				COOP
4-4	E				10-12				COOP
4-5	E				10-13			A	
4-6		E			10-14				SCR
5-1		CD			10-15			E	
5			A		10-16				CD
5		SLM			10-17				COOP

APPENDIX D

CBTE INSTRUCTIONAL MATERIALS WORKSHOP
ANDRO CENTER, UNIVERSITY OF SOUTH FLORIDA
June 16, - June 20, 1975

TENTATIVE AGENDA

Monday

10:00 a.m. - Welcome- - - - - - - - - - - - - - - - - - Sojat, State Dept.
Introductions - - - - - - - - - - - - - - - Andreyka/FSU
Overview of CBTE - - - - - - - - - - - - - - Andreyka
Workshop Agenda - - - - - - - - - - - - - Carroll, Briley/FSU

12:00 noon - LUNCH

1:00 p.m. - Presentations - Panel
Dade County Project - Kretzschmar
Pinellas County Project - McBriarty
In-Step Project - Kirk
Ohio State Project - Blank

2:45 p.m. - Break

3:00 p.m. - Group Rating of Competencies - Briley

3:30 p.m. - Small Group Assignments - Briley

4:00 p.m. - End of First Day

Tuesday

9:00 a.m. - Small Group Activities
Validate Competencies
Evaluate Instructional Materials

12:00 noon - LUNCH

1:00 p.m. - Small Group Activities
4:00 p.m. - End of Second Day

Wednesday

9:00 a.m. - Small Group Activities
12:00 noon - LUNCH
1:00 p.m. - Individual Work
4:00 p.m. - End of Third Day

Thursday

9:00 a.m. - Small Group Activities
12:00 noon - LUNCH
1:00 p.m. - Group Reports
3:45 p.m. - Closing Remarks
4:00 p.m. - End of Fourth Day

Friday

9:00 a.m. - Advisory Committee Meeting
12:00 noon - LUNCH/End of Fifth Day

APPENDIX E

CBTE INSTRUCTIONAL MATERIALS

INSTRUCTIONAL PLANNING MATERIALS:

Missouri; Module #7: Organizing classroom instruction

Minn.; Module #6: The daily lesson plan form

Minn.; Module #7: Writing behavioral-orientated objectives

Minn.; Module #18: The steps and key points method of problem-solving teaching

Minn.; Module #22: The question-answer-discussion method of problem-solving teaching

Minn.; Module #23: Individualized teaching techniques

Florida; Competency-based modules, cluster II

Ohio; Module B-4: Write a lesson plan

Utah; Weber State College--Wilkit #2: Lesson and Unit Planning

Florida; Pinellas Co. T.V.T. Module #1: Performance as a planner

Florida; Dade Co. PBTT Module PB-4: Organization for teaching

Florida; Dade Co. PBTT Module PB-6: Construction of learning experiences

Florida; Dade Co. PBTT Module PB-7: Instructional planning

Minn; Module #29: Teaching the first class

Florida; Module B-2---II-1: Using Behavioral objectives

Florida; Module B-2---II-7: Developing an instructional package

EVALUATION MATERIALS:

Florida Competency-based--Module VI-1: Evaluating learning and instruction

Florida Competency-based--Module V-4: Inquiry technique: using probing questions

Ohio module D-2: Assess student cognitive performance

Ohio Module D-3: Assess student affective performance

Utah; Weber State College, Wilkit #22: Purposes and methods of classroom evaluation

Florida; Pinellas Co. T.V.T., Module #3: Performance as an evaluator

Florida Competency-based module III-6 Feedback

Florida Competency-based module V-3: Inducing student initiated questions

Florida Competency-based module V-2: Using high order questions

Florida Competency-based module V-1: Question upgrading improvement package

PROFESSIONAL DEVELOPMENT MATERIALS:

Missouri; Module #10: Continuing professional growth

Utah; Weber State College--Wilkit #17: Professional relationships

Florida; Pinellas Co. T.V.T., Module #5: Performance as a professional

Florida; Dade Co. PBTT Module PB-1: Orientation--Vocational Education

TEACHING METHODS MATERIALS:

Minn.; Module #1: Operation audio-visual equipment and learning resources

Minn.; Module #3: Teacher pupil planning

Minn.; Module #4: Five problem-solving methods

Minn.; Module #5: Writing problem statements

Florida Competency-based modules--cluster III

Ohio Modules:

B-6: Select and obtain student instructional materials

B-7: Prepare teacher-made instructional materials for a lesson

C-6: Direct student study

C-7: Direct student laboratory experience

C-12 Employ oral questioning techniques

C-15: Present information through an illustrated talk

C-16: Demonstrate a manipulative skill

C-20: Conduct group discussions, panel discussions and symposiums

C-23: Present information with overhead and opaque materials

Utah; Weber State College:

Wilkit #10: Teaching and learning in the three domains.

Wilkit #21: Classroom group meetings

Wilkit #70: Media equipment operation

Wilkit #80: Classroom strategies--lecture demonstration

Wilkit #81: Classroom strategies--inquiry

Wilkit #82: Classroom strategies--individualization

Wilkit #84: Classroom strategies--team teaching

Florida; Pinellas Co. T.V.T., Module #2: Performance as an implementor

Florida; Dade Co. PBTT Module PB-5: Effective teaching procedures

Florida; Dade Co. PBTT Module PB-10: Instructional aids

Florida B-2 module V-5: Pre-cueing

STUDENT ORGANIZATIONS MATERIALS:

VICA MATERIALS

Parliamentary Procedure At A Glance: Group leadership Manual for Chairmanship and Floor Leadership, by O. Garfield Jones Published by Hawthorn Books, Inc., N.Y. Revised edition, 1971.

Leadership Handbook for the Vocational Industrial Clubs of America, Inc. 105 N. Virginia Ave., Falls Church, Va. 22046. Copyright, 1970.

Get It All Together, Vocational Industrial Clubs of America, Inc. 105 N. Virginia Ave., Falls Church, Va. 22046. Publication #74C1A. Copyright 1973.

VICA U.S. Skill Olympics Regulations, Vocational Industrial Clubs of America, Publications #72C9. Copyright 1972.

VICA: Official Journal of the Vocational Industrial Clubs of America. Vocational Industrial Clubs of America, 105 N. Virginia Ave., Falls Church, Va. 22046. Published quarterly.

Speech Guide for local, state and national officers.

Organizing For Involvement: a "how-to" guide to club section organization for State VICA Directors and VICA Advisors. Publications #74C3. Vocational Industrial Clubs of America, 105 N. Virginia Ave., Falls Church, Va. 22046. April, 1974.

Directions: a guide for VICA club advisors. Vocational Industrial Clubs of America, 105 N. Virginia Ave., Falls Church, Va., 22046. Publications #73C2. Sept., 1973.

Florida VICA News

Film: Charles Kuralt On-the-Road. VICA Skill Olympics. 3 1/2 min.

Vocational Industrial Clubs of America, Vocational Instructional Services, Vocational Industrial Education, Texas A & M University.

Film - Going Places

SHOP/CLASSROOM MANAGEMENT MATERIALS:

Ohio Module E-5 Provide for the safety needs of vocational students

Ohio Module E-6: Provide for the first aid needs of students

Utah; Weber State College:

Wilkit #4: Classroom management and discipline

Wilkit #57: Tutoring experiences--school records and parent teacher conferences

Florida; Pinellas Co. T.V.T., Module #2: Performance as an implementor

Florida; Pinellas Co. T.V.T., Module #3: Performance as an evaluator

Florida; Pinellas Co. T.V.T., Module #5: Performance as a professional

Florida; Dade County PBTT Module PB-12: Lab management and organization

Florida; Dade County PBTT Module SM-1: School lab safety manual

Florida competency-based module IV-6: Classroom Management.

APPENDIX F
CBTE Workshop Participant List

ANDREYKA, BOB
904 Wildwood Drive
Tallahassee, Fl. 32304

BEACHAM, HERBERT C.
512 Dianne Drive
Tallahassee, Fl. 32304

BLANK, BILL
904 Wildwood Drive
Tallahassee, Fl. 32304

CARROLL, BERLIN R.
904 Wildwood Drive
Tallahassee, Fl. 32304

CRABTREE, JOSEPH B.
10033 64th Ave. N.
St. Petersburg, Fl. 33718

DAVIS, MARY JANE
8488 35th Ave. N.
St. Petersburg, Fl.

FARMER, GEORGE
RR 1 Box 184
Sanford, Fl. 32771

GRAF, CLIFFORD M.
14945 SW 297th St.
Homestead, Fl.

HAUENSTEIN, DEAN
12920 SW 71st Ave.
Miami, Fl.

HILL, RAYMOND
1034 Dolly Lane
Lakeland, Fl.

HOSEGOOD, GLENN
1716 Bayou Circle
Lakeland, Fl.

JOHNSON, BETTYE P.
808 N.W. 75th St.
Miami, Fl. 33150

JOHNSON, FRANK
Univ. of South Fla.
Tampa, Fl.

SPURLIN, HIRAM J.
Knott Bldg.
Bureau of Programs
Room 271

KIRBY, BILL
105 Greenwood Dr.
Panama City, Fl.

KRAL, FRANK
6025 Harcourt Ave.
Orlando, Fl.

KRETZSCHMAR, PAUL
2926 N.W. 55th Ave.
Miami, Fl.

LEFFARD, WARREN L.
2426 Bayshore
Gulf Breeze, Fl.

McBRIARTY, DOUGLAS
2335 Ella Place
Clearwater, Fl.

MILLER, EARL
1315 N. E. 182 St. N.
Miami Beach, Fl.

MORGAN, EDWIN
613 Cedarwood Dr.
Holiday, Fl.

MORGAN, HERMAN W.
410 Island Rd.
Temple Terrace, Fl.

NELSON, WILBUR H.
10 Golf View Cir. N.E.
Winter Haven, Fl.

PAUGH, ROBERT
598 Lake Howell Rd.
Maitland, Fl. 32751

SOJAT, JOHN
Barnett Bank Rm. 348
Tallahassee, Fl.

MARTINE, GENE
6100 Arlington Exp. #0-102
Jacksonville, Fl.

BRILEY, TOM
904 Wildwood Drive
Tallahassee, Fl. 32304

COLLARD, ROBERT
Barnett Bank
Industrial Education Sect.
Room 348
Tallahassee, Fl.

APPENDIX G

CBTE INSTRUCTIONAL MATERIALS EVALUATION

TEACHING METHODS

odule Titles	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Competencies A	B	C	D	E	F	G	H	I
-5: Pre-cueing	4	1	5			1	3	1	1	2	3		1	1	1	1	
-6: Select and btain Student nstructional aterials	7		7				5	2	3	2		5		1			
-7: Prepare eacher-Made nstructional aterials for a esson Expand module	5		5			1	1	3	2	3		2		1		1	
-6: Direct tudent Study	5		5				2	3	1	2						3	
-7: Direct tudent Labora- ory Experience	5	1	6		1		2	3		2					5		
-12: Employ ral Questioning echniques	7		7			1	2	4	1	2	7		2			1	
-15: Present nformation hrough an llustrated alk	6	1	6	1	1	1	3	2	4	2		4	1	2	1		
-16: Demonstrate Manipulative kill	6		6				3	3	2	1	1				5		
-20: Present nformation Using Subject Matter xpert	6		6				2	4	4	2	1	2	2	1	1		
-23: Present nformation with verhead and paque Materials	6		6					5	2	2		4		1			
odule 1: Audio- isual Equipment nd ing es	6		6		1		3	2	1	3		3		1			

CBTE INSTRUCTIONAL MATERIALS EVALUATION

TEACHING METHODS (Continued)

Module Titles	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Competencies A	B	C	D	E	F	G	H	I
Module 3: Teacher Pupil Planning	6	1	3	4	2	5			2	2	1		2	1			
Module 4: Five Problem Solving Teaching Methods	6	1	4	3	2	3	2		2	1						4	
Module 5: Writing Problem Statements	5	1	5			4	2		1	2						4	
(TVT) Module 2: Performance as an Implementer	6	1	7			3	2	2	6	3	4	4	3	3	3	3	
PB-5: Teaching Methodology	6		6				4	2	3	2		1		3	4		
PB-10: Instructional Aids	6		6				3	3	2	3		3		2	1		
Vilkit #10: Teaching and Learning in Three Domains	5	2	5	2		2	3	1	2	3	2			1	2		
Vilkit #21: Class-room Group Meetings	5		5	1		2	3	1		1	2		6	1	1		
Vilkit #70: Media Equipment Operation	7		7				2	4	2	3		5		1			
Vilkit #80: Class-room Strategies - Lecture Demonstration	6		6			1	2	3	1	3	3	2	1	1	1		
Vilkit #81: Class-room Strategies - Inquiry	5		5			2	1	2	2	2	1	1				1	
Vilkit #82: Class-room Strategies - Individualization	1		1			1			1	1							
Vilkit #84: Class-room Strategies - Team Teaching	5	3	6	2		3	4		1	3	2		1	1		1	

Comments:

CBTE INSTRUCTIONAL MATERIALS EVALUATION

HUMAN RELATIONS

Module Title	Q.1		Q.2		Q.3				Competencies					
	YES	NO	YES	NO	POOR	FAIR	GOOD	EXCELLENT	A	B	C	D	E	F
III-5: Increasing Participation	2	1	1	2		1		1					1	
III-7: Non-verbal Behavior	7	1	7	1	1	1	2	4	1	3	3	3	3	
IV-5: Reinforcement *not appropriate for H.R.	9	1	8	2			6	2		2	1	8	1	
IV-7: Recognizing and Obtaining Attending Behavior *needs revision	9		6	3	1	3	2	3	3	4	2	3	2	
C-4: Direct Students in Instructing Other Students	4		4					4	1		2			
C-13: Employ Reinforcement Techniques *revision	10		9	1	1		3	5		2	1	8	1	
PB-2: Psychology of Learning *inappropriate for category	9	1	7	3	1	1	5	2	5	6	3	2	2	1
PB-3: Teaching Methodology (Part I: Effective Teaching Factors)	8		7	1			5	3	2	3	1	6	2	
PB-8: Communications Skills	8		9			2	6	1	3	4	2	4	4	2
PB-9: Human Relations *mostly text	7		8			3	1	4	3	4	4	2	3	1
Wilkit #7: Principles of Reinforcement *too high reading level	9	2	10	1		3	4	3		2	3	10		
Wilkit #12: Self Concept * revision	8	3	10	1	2	3	3	3		2	8	1		

CBTE INSTRUCTIONAL MATERIALS EVALUATION

HUMAN RELATIONS (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Competencies A	B	C	D	E	F
Wilkit #13: Motivation and Learning	1		1				1		1	1				
Wilkit #25: Group Processes *too much writing	5	1	6		1	3	3	1			1		6	2

* Comments

CBTE INSTRUCTIONAL MATERIALS EVALUATION

INSTRUCTIONAL PLANNING AND EVALUATION

odule Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Instructional Planning Competencies A	B	C	D	E	F	G	H	I
I-1: Using Behavioral bjectives	8	1	6	3		4	5	1	7	1							
I-2: Designing a earning Activity	2	2	2	2	2	1	1			1							
I-3: Selecting an nstructional Mode	5	1	5	1		1	4	1	1	4							
I-5: Selecting ommercial Materials revision	5		4	1		2	1	1		3							
I-6: Compiling and sing Instructional ames raise the level	4	1	2	3		4	1			1							
I-7: Developing an nstructional ackage too broad	10	1	7	4	1	4	6		2	6							
I-8: Organizing earning Stations or the Language rts	3	2	2	3	1	2	2			1							
II-6: Feedback too broad	6		5	1		2	3		2	2							
-1: Question pgrading Improve- ent Package	2	3	1	4	2	2	1		1								
-2: Using High rder Questions too broad	5		2	3		2	1	1	1								
-3: Inducing tudent Initiated uestions	5		4				3	2		1							
-4: Inquiry echnique Using robing Questions too broad	4	1	4	1	1	1	3			2							

CBTE INSTRUCTIONAL MATERIALS EVALUATION

INSTRUCTIONAL PLANNING AND EVALUATION (Continued)

Module Title	Q.1		Q.2		Q.3				Instructional Planning Competencies								
	YES	NO	YES	NO	POOR	FAIR	GOOD	EXCELLENT	A	B	C	D	E	F	G	H	I
VI-1: Evaluating Learning and Instruction	3	2	2	2	2		3		1								
B-4: Write a Lesson Plan	6		6			1	2	3		5							
D-2: Assess Student Cognitive Performance	6		5	1			2	4									
D-3: Assess Student Affective Performance too broad	8		8			1	2	5	1								
Cluster II Module I: Consumable Material poor material	3	1	2	2	2		1	1	1								
Cluster II Module 4: Consumable Material	3	1	1	3	2	1				2							
(TVT) Module 1: Performance as a Planner	7		7			2	3	5	3	6							
(TVT) Module 3: Performance as an Evaluator	6		6			3	2	2	6	1							
Module 7: Writing Behavioral Oriented Objectives	5		5			1	3	1	5	2							
Module 7: Organizing Classroom Instruction	5	1	4	2		2	2	2	2	5							
Module 18: The Steps and Key Points Method of Problem-Solving Teaching	4	1	3	2	1	1	3			4							
Module 22: The Question-Answer Discussion Method of Problem-Solving Teaching	4	3	4	2	1	1	4			2							

CBTE INSTRUCTIONAL MATERIALS EVALUATION

INSTRUCTIONAL PLANNING AND EVALUATION (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Instructional Planning Competencies A	B	C	D	E	F	G	H	I
Module 23: Individualized Teaching Techniques *revision	5	2	6	1	1	2	3	1		5							
Module 26: Utilizing a Field Trip	6		5	1		2	4		2	4							
Module 29: Teaching the First Class	5	1	5	1	1	2	2	1		4							
PB-4: Teaching Methodology (Part II: Organization for Teaching)	4		4			1	1	2	3								
PB-6: Teaching Methodology (Part 4: Construction of Learning Experiences)	6		6				3	3	2	4							
PB-7: Instructional Planning	4		4				3	1		4							
Milkit #2: Lesson and Unit Planning	7		7			1	2	3	2	5							

Comments:

CBTE INSTRUCTIONAL MATERIALS EVALUATION

INSTRUCTIONAL PLANNING AND EVALUATION

Module Title	Q.1		Q.2		Q.3				Evaluation Competencies								
	YES	NO	YES	NO	POOR	FAIR	GOOD	EXCELLENT	A	B	C	D	E	F	G	H	I
II-1: Using Behavioral Objectives	8	1	6	3		4	5	1									
II-2: Designing a Learning Activity	2	2	2	2	2	1	1										
II-3: Selecting an Instructional Mode	5	1	5	1		1	4	1									
II-5: Selecting Commercial Materials revision	5		4	1		2	1	1									
II-6: Compiling and using Instructional Games raise the level	4	1	2	3		4	1										
II-7: Developing an Instructional Package too broad	10	1	7	4	1	4	6										
II-8: Organizing Learning Stations for the Language Arts	3	2	2	3	1	2	2										
III-6: Feedback too broad	6		5	1		2	3		1	1	1						
IV-1: Question Upgrading Improvement Package	2	3	1	4	2	2	1										
IV-2: Using High Order Questions too broad	5		2	3		2	1	1	3								
IV-3: Inducing Student Initiated Questions	5		4				3	2	2								
IV-4: Inquiry Technique Using Probing Questions too broad	4	1	4	1	1	1	3		1								

CBTE INSTRUCTIONAL MATERIALS EVALUATION

INSTRUCTIONAL PLANNING AND EVALUATION (Continued)

Module Title	Q.1		Q.2		Q.3				Evaluation Competencies								
	YES	NO	YES	NO	POOR	FAIR	GOOD	EXCELLENT	A	B	C	D	E	F	G	H	I
VI-1: Evaluating Learning and Instruction	3	2	2	2	2		3		3	1	1						
B-4: Write a Lesson Plan	6		6			1	2	3									
D-2: Assess Student Cognitive Performance	6		5	1			2	4	3	1	1						
D-3: Assess Student Affective Performance *too broad	8		8			1	2	5	7	4							
Cluster II Module I: Consumable Material *poor material	3	1	2	2	2		1	1	1								
Cluster II Module 4: Consumable Material	3	1	1	3	2	1											
(TVT) Module 1: Performance as a Planner	7		7			2	3	5	1								
(TVT) Module 3: Performance as an Evaluator	6		6			3	2	2		4	3						
Module 7: Writing Behavioral Oriented Objectives	5		5			1	3	1									
Module 7: Organizing Classroom Instruction	5	1	4	2		2	2	2									
Module 18: The Steps and Key Points Method of Problem-Solving Teaching	4	1	3	2	1	1	3										
Module 22: The Question-Answer Discussion Method of Problem-Solving Teaching	4	3	4	2	1	1	4		3	1	1						

CBTE INSTRUCTIONAL MATERIALS EVALUATION

. INSTRUCTIONAL PLANNING AND EVALUATION (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Evaluation Competencies A	B	C	D	E	F	G	H	I
Module 23: Individualized Teaching Techniques Revision	5	2	6	1	1	2	3	1	2	1							
Module 26: Utilizing Field Trip	6		5	1		2	4										
Module 29: Teaching the First Class	5	1	5	1	1	2	2	1	1								
B-4: Teaching Methodology (Part II: Organization for Teaching)	4		4			1	1	2									
B-6: Teaching Methodology (Part 4: Construction of Learning Experiences)	6		6				3	3									
B-7: Instructional Planning	4		4				3	1									
Skillkit #2: Lesson and Unit Planning	7		7			1	2	3	1	1	1						

Comments:

CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL AND SHOP/CLASSROOM MANAGEMENT

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Professional Development Competencies A	B	C	D	E	F	G
Leadership Handbook - VICA	7		6				1	5		1	1				
Get It All Together - VICA	7		7				2	5							
Skill Olympics Regulations	7		7				2	4							
Film - Going Places	8		8				2	6							
Film - Charles Kuralt, On-The-Road - VICA Skill Olympics	6		6					6							
VICA Organizational Kit	3		3				2	1		1	1				
IV-6: Classroom Management	6		6			1	3	2							
E-5: Provide for the Safety Needs of Vocational Students	8		8			1	2	6							
E-6: Provide for the First Aid Needs of Students	8		8		1	1	1	5			1				
Module 10: Continuing Professional Growth *revision	6	1	6	1		3	3	1	1	5					
SM-1: School Lab Safety Manual *revision	6	1	6	1		2	1	3							
(TVT) Module 2: Performance as an Implementer	5		5		1	2	2								
(TVT) Module 3: Performance as an Evaluator	5		4	1	1	1	3								

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CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL AND SHOP/CLASSROOM MANAGEMENT (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Professional Development Competencies A	B	C	D	E	F	G
(TVT) Module 5: Performance as a Professional *too high reading level	7	6	5	7	6	2	4	1		1	4				
PB-1: Orientation-Vocational Education	6		6			2	4	1							
PB-12: Lab Management and Organization *needs revision	7		7			2	2	3							
Wilkit #4: Classroom Management and Discipline	7		7				3	4	1	1	1				
Wilkit #17: Professional Relationships *needs revision	8		7			1	1	6	1	2	6				
Wilkit #57: Tutoring Experiences - School Records and Parent-Teacher Conferences	3		2	1			2	1							

Comments:

CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL AND SHOP/CLASSROOM MANAGEMENT

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Student Organizations Competencies A	B	C	D	E	F	G
Leadership Handbook - VICA	7		6				1	5	6						
Get It All Together - VICA	7		7				2	5	6						
Skill Olympics Regulations	7		7				2	4	7						
Film - Going Places	8		8				2	6	7						
Film - Charles Kuralt, On-The-Road - VICA Skill Olympics	6		6					6	6						
VICA Organizational Kit	3		3				2	1	3						
IV-6: Classroom Management	6		6			1	3	2							
E-5: Provide for the Safety Needs of Vocational Students	8		8			1	2	6							
E-6: Provide for the First Aid Needs of Students	8		8		1	1	1	5							
Module 10: Continuing Professional Growth *revision	6	1	6	1		3	3	1							
SM-1: School Lab Safety Manual *revision	6	1	6	1		2	1	3							
(TVT) Module 2: Performance as an Implementer	5		5		1	2	2								
(TVT) Module 3: Performance as an Evaluator *t[illegible]h printing	5		4	1	1	1	3								

CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL AND SHOP/CLASSROOM MANAGEMENT (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Student Organizations Competencies A	B	C	D	E	F	G
(TVT) Module 5: Performance as a Professional *too high reading level	7	6	5	7	6	2	4	1							
PB-1: Orientation-Vocational Education	6		6			2	4	1	1						
PB-12: Lab Management and Organization *needs revision	7		7			2	2	3							
Wilkit #4: Classroom Management and Discipline	7		7				3	4							
Wilkit #17: Professional Relationships *needs revision	8		7			1	1	6							
Wilkit #57: Tutoring Experiences - School Records and Parent-Teacher Conferences	3		2	1			2	1							

Comments:

CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL AND SHOP/CLASSROOM MANAGEMENT

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Shop/Classroom Management Competencies A	B	C	D	E	F	G
Leadership Handbook - VICA	7		6				1	5							
Get It All Together - VICA	7		7				2	5							
Skill Olympics Regulations	7		7				2	4							
Film - Going Places	8		8				2	6							
Film - Charles Kuralt, On-The-Road - VICA Skill Olympics	6		6					6							
VICA Organizational Kit	3		3				2	1							
IV-6: Classroom Management	6		6			1	3	2	5			1			
E-5: Provide for the Safety Needs of Vocational Students	8		8			1	2	6	3			6			
E-6: Provide for the First Aid Needs of Students	8		8		1	1	1	5				6			
Module 10: Continuing Professional Growth *revision	6	1	6	1		3	3	1							
SM-1: School Lab Safety Manual *revision	6	1	6	1		2	1	3	1		2	7			
(TVT) Module 2: Performance as an Implementer	5		5		1	2	2				2				
(TVT) Module 3: Performance as an Evaluator *t h printing	5		4	1	1	1	3								

CBTE INSTRUCTIONAL MATERIALS EVALUATION

STUDENT ORGANIZATIONS AND PROFESSIONAL
AND SHOP/CLASSROOM MANAGEMENT (Continued)

Module Title	Q.1 YES	Q.1 NO	Q.2 YES	Q.2 NO	Q.3 POOR	Q.3 FAIR	Q.3 GOOD	Q.3 EXCELLENT	Shop/Classroom Management Competencies A	B	C	D	E	F	G
(TVT) Module 5: Performance as a Professional *too high reading level	7	6	5	7	6	2	4	1		2	4				
PB-1: Orientation-Vocational Education	6		6			2	4	1			5				
PB-12: Lab Management and Organization *needs revision	7		7			2	2	3	5	1	6	6			
Wilkit #4: Classroom Management and Discipline	7		7				3	4	3	2	2				
Wilkit #17: Professional Relationships *needs revision	8		7			1	1	6							
Wilkit #57: Tutoring Experiences - School Records and Parent-Teacher Conferences	3		2	1			2	1		1					

Comments:

PRE-SERVICE COMPETENCY
TEACHER RATING FORM
(RECAP)

COMPETENCY	IMPORTANCE OF COMPETENCY			
	T TE High	T TE Moderate	T TE Low	None
HUMAN RELATIONS				
Determine needs and interests of students.	12 4	2		
Relate to students as individuals.	12 5	1		
Assist students in developing self-discipline.	11 4	1 2		
Employ reinforcement techniques in interpersonal relations.	8 4	3 2		
Demonstrate the ability to communicate with students, other teachers, administrators and laymen.	11 5	1 1		
INSTRUCTIONAL PLANNING				
Identify instructional objectives.	11 6	1		
Develop the instructional plan.	11 6	1		
TEACHING METHODS				
Present a lesson.	11 6	1		
Select an appropriate teaching method.	11 5	1 1		
Employ oral questioning techniques.	6 4	5 2		
Present information through an illustrated talk using models, real objects, chalk boards, and overhead projectors.	10 6	2		
Conduct group discussions.	7 4	5 2		
Present a related lesson.	11 5	1		
Present a manipulative lesson.	10 5	2		
Direct problem solving activities.	7 5	5 1		
STUDENT ORGANIZATIONS				
Develop an awareness of VICA.	3 1	6 3		
PROFESSIONAL DEVELOPMENT				
Demonstrates an understanding that Industrial Education courses are established based on labor market needs and other economic conditions.	7 2	4 3	1 1	
Demonstrate knowledge of the various professional organizations and the services they provide for the beginning teacher.	5 2	6 2	1 2	
Demonstrate knowledge of district and school policy and organizational structures.	10 4	2 2		
EVALUATION				
Identify or assess student performance in the classroom.	10 5	2 1		
Assess student performance in the shop/laboratory.	11 5	1		
Determine student grades in the vocational offering.	7 5	5 1		
SHOP/CLASSROOM MANAGEMENT				
Organize and maintain the vocational laboratory.	11 6	1		
Establish and maintain a filing system.	8 4	3 2	1	
Manage equipment and supplies in the vocational laboratory.	12 5	1		
[illegible]lish and maintain a student progress record.	11 5	1 1		
[illegible]le for the safety/first aid needs of vocational [illegible]its.	12 5	1		

APPENDIX H

Workshop Instruments:

a. Registration form

b. Pre-service competency rating form.

c. Competency and Criteria validation forms:

2a - Human relations
2b - Instructional planning and evaluation
2c - Teaching methods
2d - Student organizations, professional development and shop/classroom management.

d. Materials evaluation forms:

1a - Human relations
1b - Instructional planning and evaluation
1c - Teaching methods
1d - Student organizations, professional development and shop/classroom management.

e. Workshop evaluation form.

COMPETENCY-BASED TEACHER EDUCATION
WORKSHOP REGISTRATION

June 16-20, 1975
Andros center, University of South Florida

NAME_____AGE_____

ADDRESS_____

SOCIAL SECURITY NUMBER_____PHONE_____

YEARS EXPERIENCE: OCCUPATIONAL_____TEACHING_____ADMINISTRATION_____

HOURS OF UNIVERSITY-BASED COURSEWORK: VOCATIONAL_____GENERAL_____

Have you participated in any of the following:

University of West Florida In-Step Program----------yes_____no_____

Dade County CBTE Program----------yes_____no_____

Pinellas County Performance-Based Program----------yes_____no_____

PRE-SERVICE COMPETENCY RATING FORM

NAME_____ TEACHING EXPERIENCE_____ YEARS

PRESENTLY TEACHING IN_____ COUNTY. PRESENTLY TEACHING IN HIGH SCHOOL____

AREA CENTER_____ OTHER_____

COMPETENCY	IMPORTANCE OF COMPETENCY			
HUMAN RELATIONS	High	Moderate	Low	None
Determine needs and interests of students.				
Relate to students as individuals.				
Assist students in developing self-discipline.				
Employ reinforcement techniques in interpersonal relations.				
Demonstrate the ability to communicate with students, other teachers, administrators and laymen.				
INSTRUCTIONAL PLANNING				
Identify instructional objectives.				
Develop the instructional plan.				
TEACHING METHODS				
Present a lesson.				
Select an appropriate teaching method.				
Employ oral questioning techniques.				
Present information through an illustrated talk using models, real objects, chalk boards, and overhead projectors.				
Conduct group discussions.				
Present a related lesson.				
Present a manipulative lesson.				
Direct problem solving activities.				
STUDENT ORGANIZATIONS				
Develop an awareness of VICA.				
PROFESSIONAL DEVELOPMENT				
Demonstrates an understanding that Industrial Education courses are established based on labor market needs and other economic conditions.				
Demonstrate knowledge of the various professional organizations and the services they provide for the beginning teacher.				
Demonstrate knowledge of district and school policy and organizational structures.				
EVALUATION				
Identify or assess student performance in the classroom.				
Assess student performance in the shop/laboratory.				
Determine student grades in the vocational offering.				
SHOP/CLASSROOM MANAGEMENT				
Organize and maintain the vocational laboratory.				
Establish and maintain a filing system.				
Manage equipment and supplies in the vocational laboratory.				
Establish and maintain a student progress report.				
Provide for the safety/first aid needs of vocational students.				

RATIONALE FOR PRE-SERVICE INDUSTRIAL EDUCATION TEACHER COMPETENCIES

Introduction

There are seven major categories of teacher competencies for beginning industrial education teachers in Florida. Specifically, the categories are Human Relations, Shop/Classroom Management, Instructional Planning, Teaching Methods, Evaluation, Student Organization and Professional Development. The competencies are based on a much larger set of competencies identified by previous research on several thousand vocational teachers.

These competencies have been revised and validated for pre-service industrial education teachers by a statewide advisory committee. The committee consists of leading teacher educators along with representatives of the Florida State Department of Education. The overriding concern of the committee has been the identification of a pre-service program which will prepare the new teacher for his first year of teaching. Additionally, the concern is to provide pre-service competencies which are a base to enable the new teacher to extend and elaborate his teaching skills in follow-up in-service programs.

This paper serves to identify the categories of competencies, their associated sets of competencies, and the criteria which will be used to ascertain performance on each of the competencies. In some cases criteria have been defined as "core criteria." These are criteria which cut across all competencies in the category and therefore are a part of each competency in the category.

HUMAN RELATIONS:

This category of competencies involves a basic understanding of how individuals function within organizations. The teacher must know the major aspects of sociological, psychological and human development forces which make people different. The concept of role and that the teacher must be somewhat flexible

in dealing with different individuals to be maximally effective will be emphasized. This process requires the teacher to assess each individual or situation before selecting a strategy to achieve his objectives.

The teacher must also understand the particular educational organization in which he is employed. The goals and operations of the institutions as well as the procedures to be used in dealing with others in the organization are therefore a major part of this category.

INSTRUCTIONAL PLANNING:

This category emphasized to the new teacher that instruction is directly related to the specific skills needed by students for entry level employment and advancement in the job. The teacher must understand that the skills are derived from detailed job analysis profiles. The teacher will use a procedure to systematically plan and develop his instruction based on job analysis skills.

The teacher will understand the use of several different techniques in instructional development. Particular emphases will be given to utilizing different teaching techniques in terms of the needs and abilities of individual students.

TEACHING METHODS:

This category is for the teacher to implement lesson plans for a unit of instruction using the four-step plan. The teacher will understand the appropriate use of various simple media in implementing instruction.

The teacher must also understand the general conditions which are conducive to learning. Of special concern will be the ability of the teacher to use different techniques to motivate and reinforce students progress based on the needs of different students.

STUDENT ORGANIZATIONS:

The teacher must understand the operation of VICA clubs. The teacher

will understand the use of VICA material and be aware of local resource people who will assist him in the establishment of a VICA club.

PROFESSIONAL DEVELOPMENT:

This category involves an awareness of the teacher with his professional role and the duties and responsibilities of a professional industrial education teacher. The teacher must be aware of the advantages of membership in appropriate professional organizations. The category also includes a working knowledge of the policies and regulations which pertain to him as a teacher and the functions of various other professionals in the school and district with whom he is in contact.

EVALUATION:

This category involves the understanding of basic evaluation devices used to monitor and promote student progress. Construction of objective tests to assess knowledge and rating scales for assessing the equality of student shop/laboratory products are emphasized. The teacher is required to be knowledgeable regarding the school and district policies regarding student evaluation and to develop and apply fair and equitable grading practices which promote student learning.

SHOP/CLASSROOM MANAGEMENT:

This category refers to the knowledge and application of policies and procedures necessary to provide a safe and effective learning environment. Procedures for record maintenance and inventory control necessary for maximum equipment utilization and monitoring student progress are emphasized. Also included are procedures to be followed in supervising student activities associated with maintaining the shop/classroom environment and safety rules for teacher and students.

COMPETENCY-BASED TEACHER EDUCATION
SMALL GROUP COMPETENCY AND CRITERIA VALIDATION FORM

FORM 2A

HUMAN RELATIONS

COMPETENCIES	IMPORTANCE OF COMPETENCY			
	High	Moderate	Low	None
1. DETERMINE NEEDS AND INTERESTS OF STUDENTS.				
(Criteria)				
a. Permanent record files were used to identify needs and interests of students.				
b. A confidential data sheet was prepared from an example and its uses shown.				
c. The needs of students were addressed through group discussion and individual conferences.				
2. RELATE TO STUDENTS AS INDIVIDUALS.				
A. Socio-economic/cultural school community characteristics were identified.				
b. Patterns of human development were emphasized.				
c. Potential student problems were recognized.				
d. Community personal services were identified.				
3. ASSIST STUDENTS IN DEVELOPING SELF-DISCIPLINE.				
a. Students democratically established classroom/laboratory rules within pre-established parameters.				
b. Student resistance to peer pressures was emphasized.				
c. Students were assisted in setting goals to achieve objectives.				
d. Students were shown how to manage time effectively.				
e. Students were assisted in coping with success and failure experiences.				
4. EMPLOY REINFORCEMENT TECHNIQUES IN INTERPERSONAL RELATIONS.				
a. Potential conflicts in interpersonal relations were identified.				
b. Alternatives to achieve objectives in interpersonal relations were identified.				

FORM 2A

COMPETENCIES	IMPORTANCE OF COMPETENCY			
	High	Moderate	Low	None
5. DEMONSTRATE THE ABILITY TO COMMUNICATE WITH STUDENTS, OTHER TEACHERS, ADMINISTRATORS AND LAYMEN.				
a. Student-parent conferences were conducted.				
b. Examples of how to participate in and contribute to meetings with students, other teachers, administrators and laymen were observed.				
c. Time for conferences with students, other teachers, administrators, and laymen was established and communicated.				
d. Language differences among students, other teachers, administrators and laymen were identified.				
6. DEMONSTRATE AN UNDERSTANDING OF INTERPERSONAL RELATIONS WITHIN EDUCATIONAL ORGANIZATIONAL STRUCTURES.				
a. Official and unofficial communication patterns in the school and district were identified.				
b. Follow-up personal contacts within the organizational structure were initiated.				

COMPETENCY-BASED TEACHER EDUCATION
SMALL GROUP COMPETENCY AND CRITERIA VALIDATION FORM

FORM 2B

INSTRUCTIONAL PLANNING AND EVALUATION

COMPETENCIES	IMPORTANCE OF COMPETENCY			
	High	Moderate	Low	None
INSTRUCTIONAL PLANNING:				
1. IDENTIFY INSTRUCTIONAL OBJECTIVES.				
(Criteria)				
a. The teacher understood and used V-TECS materials.				
b. Appropriate existing job analyses were located and reviewed.				
c. Necessary tasks were identified from job analyses.				
d. Objectives were written from V-TECS materials and job analyses information.				
2. DEVELOP THE INSTRUCTIONAL PLAN.				
a. An outline was prepared.				
b. The techniques, methods and aids to be used were identified.				
c. The four-step model was used.				
d. Evaluation devices and/or techniques were identified.				
EVALUATION				
1. IDENTIFY OR ASSESS STUDENT PERFORMANCE IN THE CLASSROOM.				
a. Decisions were reached as to which type or form of evaluation device or item was needed to assess student performance.				
b. The teacher constructed several objective tests (multiple choice, true-false, and matching) to assess student classroom performance and prepared a scoring key for each test.				
c. The teacher identified observational techniques to be used in assessing classroom performance.				
2. ASSESS STUDENT PERFORMANCE IN THE SHOP/LABORATORY.				
A. A model or explicit criteria were discussed.				
b. A product evaluation scale (rating scale) was developed and discussed with the students.				

FORM 2B

COMPETENCIES	IMPORTANCE OF COMPETENCY: High	Moderate	Low	None
c. Completed products were evaluated using the model or explicit criteria and the evaluation scale.				
d. Students were informed promptly of the evaluations of their products.				
3. DETERMINE STUDENT GRADES IN THE VOCATIONAL OFFERING.				
a. A recording form was utilized to incorporate essential data for the students' classroom instruction and laboratory experiences.				
b. The grade was determined for the students' performance on related instruction.				
c. The grade was determined for the students' performance on laboratory experiences.				
d. The grade for each was weighted to determine its proper relationship to the total grade.				
e. The total grade for the student was determined by averaging the weighted grades.				
f. The grades were recorded and reported in a manner consistent with school policy.				

COMPETENCY-BASED TEACHER EDUCATION
SMALL GROUP COMPETENCY AND CRITERIA VALIDATION FORM

FORM 2C

TEACHING METHODS

COMPETENCIES	IMPORTANCE OF COMPETENCY			
	High	Moderate	Low	None
1. PRESENT A LESSON.				
(Criteria)				
a. Learner interest and desire to learn was developed (preparation).				
b. The lesson was presented (presentation).				
c. The learner performed under close supervision (application).				
d. The learner performed without close supervision (testing).				
2. SELECT AN APPROPRIATE TEACHING METHOD.				
a. The size of the class (group) was considered.				
b. The objective(s) of the lesson was (were) considered.				
c. Student ability was considered.				
3. EMPLOY ORAL QUESTIONING TECHNIQUES.				
a. Concise oral questions were used to encourage student participation and maintain continuity of ideas.				
b. Each student was given the opportunity to participate, based on his ability and past experience.				
c. The teacher paraphrased or repeated the students' answers.				
d. Attention and consideration were given to each student's response.				
4. PRESENT INFORMATION THROUGH AN ILLUSTRATED TALK USING MODELS, REAL OBJECTS, CHALK BOARDS, AND OVERHEAD PROJECTORS.				
a. The decision was made whether to use a model, real object, chalkboard or overhead projector.				
b. Specific features of the models were accented through the use of color, texture, and moving parts.				
c. Complex illustrations were clear and legible and were shown in a step-by-step manner.				
d. All students were able to see the illustrations and read the writing.				
5. CONDUCT GROUP DISCUSSIONS.				
a. Students were involved in determining the ground rules for group discussion.				

FORM 2C

COMPETENCIES	IMPORTANCE OF COMPETENCY: High	Moderate	Low	None
b. The size of the group was appropriate to the topic of the discussion.				
c. The topic of the discussion was introduced in an appropriate manner.				
d. Direction and interest was maintained by seeking out student participation, interjecting questions, and recognizing non-verbal cues.				
e. Important points were summarized in closing.				
6. PRESENT A RELATED LESSON.				
a. Appropriate related information was identified and selected.				
b. The learner was prepared for the related lesson.				
c. The related lesson was presented to the learner.				
d. The learner was given the opportunity to apply the related information.				
7. PRESENT A MANIPULATIVE LESSON.				
a. All equipment, tools and materials were ready for use.				
b. The purpose of the demonstration was established (preparation).				
c. Each step of the demonstration was stressed, explained, and performed in proper sequence (presentation).				
d. Students were required to apply their understanding of the demonstration (application).				
e. Students were required to perform on their own (testing).				
f. The demonstration was visible to all students (presentation).				
g. Critical safety points of operation were emphasized for the students (presentation).				
h. The teacher used verbal and non-verbal cues to evaluate student understanding.				
i. Ample opportunity was provided for student questions during and after the demonstration.				
8. DIRECT PROBLEM SOLVING ACTIVITIES.				
a. The purpose of the assignment to the specific job was explained.				
b. The assignment was based on the students' needs, interests, and abilities.				
c. Students were involved in determing methods for carrying out the assignment.				
d. Suitable instructions were given with time for student questions.				

FORM 2C

COMPETENCIES	IMPORTANCE OF COMPETENCY: High	Moderate	Low	None
e. Appropriate facilities and equipment were made available.				
f. The method for evaluating student achievement was explained.				

COMPETENCY-BASED TEACHER EDCUATION
SMALL GROUP COMPETENCY AND CRITERIA VALIDATION FORM

FORM 2D

STUDENT ORGANIZATIONS AND PROFESSIONAL DEVELOPMENT
AND SHOP/CLASSROOM MANAGEMENT

COMPETENCIES	IMPORTANCE OF COMPETENCY			
	High	Moderate	Low	None
STUDENT ORGANIZATIONS:				
1. DEVELOP AN AWARENESS OF VICA. (Criteria)				
a. A VICA handbook (kit) was provided for new teachers.				
b. An overview the student organization program was given.				
c. A list of local VICA contact people was provided.				
d. The advantages and disadvantages of VICA for the particular class were listed and discussed.				
PROFESSIONAL DEVELOPMENT:				
1. DEMONSTRATES AN UNDERSTANDING THAT INDUSTRIAL EDUCATION COURSES ARE ESTABLISHED BASED ON LABOR MARKET NEEDS AND OTHER ECONOMIC CONDITIONS.				
a. Summaries of Bureau of Labor statistics data were reviewed to identify national labor market trends.				
b. Local industry was surveyed to determine community labor needs.				
c. The teacher related national labor trends and local labor needs to the industrial education program.				
2. DEMONSTRATE KNOWLEDGE OF THE VARIOUS PROFESSIONAL ORGANIZATIONS AND THE SERVICES THEY PROVIDE FOR THE BEGINNING TEACHER.				
a. Pertinent professional organizations were identified.				
b. Organizational services for beginning teachers were outlined.				
c. Methods of obtaining help for beginning teachers were discussed.				
d. Dress appropriate to the profession was displayed.				
3. DEMONSTRATE KNOWLEDGE OF DISTRICT AND SCHOOL POLICY AND ORGANIZATIONAL STRUCTURE.				
a. The teacher was provided with information indicating local organizational structures.				
b. The teacher developed a simplified organizational chart for points of frequent contact from the above materials.				
c. The teacher correctly identified statements which were consistent and inconsistent with district and school policy.				

FORM 2D

COMPETENCIES SHOP/CLASSROOM MANAGEMENT:	IMPORTANCE OF COMPETENCY High	Moderate	Low	None
1. ORGANIZE AND MAINTAIN THE VOCATIONAL LABORATORY.				
a. Laboratory equipment was scheduled and arranged for maxium utilization by students.				
b. The layout of the laboratory was arranged to simulate as closely as possible, the occupational environment.				
c. An appropriate example equipment list was provided.				
d. The laboratory work and storage areas were arranged to facilitate student work performance.				
e. A fair system for student cleaning and maintaining of the laboratory was cooperatively established.				
2. ESTABLISH AND MAINTAIN A FILING SYSTEM.				
a. The teacher was provided with an organized (e.g. color coded) system for filing.				
b. A set of categorized file dividers was provided.				
c. Examples of required forms were provided to assist in collecting pertinent student data.				
d. The report forms were coded in a manner compatible with the filing system.				
e. The teacher identified the several purposes of a filing system, e.g., occupational information, instructional material, reports.				
3. MANAGE EQUIPMENT AND SUPPLIES IN THE VOCATIONAL LABORATORY.				
a. An inventory of tools, supplies, and equipment was maintained.				
b. A system of ordering, repairing and servicing tools and equipment was established.				
c. A system for storage, security and student check-out of equipment and supplies was developed.				
4. ESTABLISH AND MAINTAIN A STUDENT PROGRESS RECORD.				
a. An example progress chart was provided and reviewed.				
b. A confidential student progress chart was established, maintained and reviewed with each student periodically (each six weeks).				
5. PROVIDE FOR THE SAFETY/FIRST AID NEEDS OF VOCATIONAL STUDENTS.				
a. The physical environment (heat, light, and ventilation) was properly controlled.				

FORM 2D

COMPETENCIES	IMPORTANCE OF COMPETENCY: High	Moderate	Low	None
b. Each student was instructed in the safe use of each piece of equipment (and to include the wearing of safe attire).				
c. Rules for safe use of each piece of equipment were displayed in vicinity of the equipment.				
d. Local policy regarding first aid procedures and protective devices were installed on all hazardous equipment.				

COMPETENCY-BASED TEACHER EDUCATION
PRE-SERVICE COMPETENCY MATERIALS EVALUATION FORM

FORM 1A

CATEGORY: Human Relations

INSTRUCTIONAL MATERIALS TITLE: _____

GROUP NUMBER: _____ NAME: _____

	YES	NO
1. Is this material realistic and understandable?----------		
2. Is this material appropriate for the category listed above?---		

3. What is your over-all evaluation of this material?

   Poor_____Fair_____Good_____Excellent_____

4. From the competencies listed below, circle the one(s) for which you feel this material is appropriate.

   A. Determine needs and interests of students.

   B. Relate to students as individuals.

   C. Assist students in developing a positive self concept.

   D. Employ reinforcement techniques in interpersonal relations.

   E. Demonstrate the ability to communicate with students, other teachers, administrators, and laymen.

   F. Demonstrate an understanding of interpersonal relations within educational organizational structures.

COMPETENCY-BASED TEACHER EDUCATION
PRE-SERVICE COMPETENCY MATERIALS EVALUATION FORM

FORM 1B

CATEGORY: Instructional Planning & Evaluation

INSTRUCTIONAL MATERIALS TITLE:_____

GROUP NUMBER:_____NAME:_____ YES | NO

1. Is this material realistic and understandable?----------

2. Is this material appropriate for the category listed above?------

3. What is your over-all evaluation of this material?

   Poor____Fair____Good____Excellent____

4. From the competencies listed below, circle the one(s) for which you feel this material is appropriate.

(Instructional Planning)

A. Identify instructional objectives.

B. Develop the instructional plan.

(Evaluation)

A. Identify or assess student performance in the classroom.

B. Assess student performance in the shop/laboratory.

C. Determine student grades in the vocational offering.

COMPETENCY-BASED TEACHER EDUCATION
PRE-SERVICE COMPETENCY MATERIALS EVALUATION FORM

FORM 1C

CATEGORY: TEACHING METHODS

INSTRUCTIONAL MATERIALS TITLE:_____

GROUP NUMBER:_____ NAME:_____

	YES	NO
1. Is the material realistic and understandable?----------		
2. Is the material appropriate for the category listed above?---		

3. What is your over-all evaluation of this material?

   Poor____Fair____Good____Excellent____

4. From the competencies listed below, circle the one(s) for which you feel this material ia appropriate.

   A. Present a lesson.

   B. Select an appropriate teaching method.

   C. Employ oral questioning techniques.

   D. Present information through an illustrated talk using models, real objects, chalk boards, and overhead projectors.

   E. Conduct group discussions.

   F. Present a related lesson.

   G. Present a manipulative lesson.

   H. Direct problem solving activities.

COMPETENCY-BASED TEACHER EDUCATION
PRE-SERVICE COMPETENCY MATERIALS EVALUATION FORM

FORM 1D

CATEGORY: Student Organizations & Professional Development & Shop/Classroom Management

INSTRUCTIONAL MATERIALS TITLE: _____

GROUP NUMBER: _____ NAME _____

	YES	NO
1. Is this material realistic and understandable?		
2. Is this material appropriate for the category listed above?		

3. What is your over-all evaluation of this material?

   Poor____Fair____Good____Excellent____

4. From the competencies listed below, circle the one(s) for which you feel this material is appropriate.

(Professional Development)

A. Demonstrates an understanding that industrial education courses are established based on labor market needs and other economic conditions.

B. Demonstrate knowledge of the various professional organizations and the services they provide for the beginning teacher.

C. Demonstrate knowledge of district and school policy and organizational structures.

(Shop/Classroom Management)

A. Organize and maintain the vocational laboratory.

B. Establish and maintain a filing system.

C. Manage equipment and supplies in the vocational laboratory.

D. Provide for the safety/first aid needs of vocational students.

(Student Organizations)

A. Develop an awareness of VICA.

COMPETENCY-BASED TEACHER EDUCATION
WORKSHOP EVALUATION

FORM -3

	Not Applicable	Very Little	Some	Quite A Bit	A Great Deal
1. How much did you know about Competency-Based Teacher Education prior to this workshop?					
2. How much has this workshop contributed to your knowledge of Competency-Based Teacher Education?					
3. How much did you favor Competency Based Teacher Education prior to this workshop?					
4. How much has your position changed in favor of Competency-Based Teacher Education as a result of this workshop?					
5. Were the stated goals for this workshop achieved?					

COMMENTS: _____

APPENDIX I

COMPETENCY-BASED TEACHER EDUCATION WORKSHOP-
SMALL GROUP COMPETENCY AND CRITERIA VALIDATION

(Recommended Changes)

Student Organizations/& Professional Development & Shop/Classroom Management

COMPETENCIES
STUDENT ORGANIZATIONS:

NOTE Criteria out of logical sequence.

1. Add after VICA, And Other Groups.

PROFESSIONAL DEVELOPMENT:

1. Add words And Continued after words Are Established.

3. Change word KNOWLEDGE to AWARENESS.

3.c. Delete words and inconsistent.

SHOP/CLASSROOM MANAGEMENT:

2.c. Change word forms to records.

3.b. Add word, budgeting after words "system for."

4.b. Delete word chart and substitute report.

5.d. Add word safety after word aid.

HUMAN RELATIONS

COMPETENCIES
HUMAN RELATIONS:

1.a. Add "when the need arises" after student.

1.a. (1) Change word permanent to develop and strike out words "were used."

(2) Add to statement words, "only when the need arises."

1. A & B Delete A & B and change to read as follows:
(1)a. Develop record file on each student. (Student info. sheet, data sheet, etc.,)

1.b. Change sentence to read, "Develop confidential data sheet for instructor file."

3.a. Re-write: Teacher will assist students in understanding class/laboratory rules and regulations.

3.c. Change to read, "Setting objectives to attain goals."

4.a. Identify potential individual personal problems.

5.a. Are student-parent conferences appropriate at the post-secondary level?

5.d. Change first word to "Communication."

6. Add word WORKING after words UNDERSTANDING OF.

INSTRUCTIONAL PLANNING AND EVALUATION

COMPETENCIES
INSTRUCTIONAL PLANNING:

1.a. V-TECS - Would be good if it is not so iron-clad that a person would have to follow.

1.b. Change wording to: Teacher understood that the program skills are derived from detailed job analyses profiles.

2. Add word LESSON after INSTRUCTIONAL.

2.d. Delete

EVALUATION:

1.a. Change wording to: Decisions were reached as to which type or form of evaluation procedure was needed to assess student performance.

1.c. Delete words "observational techniques" and substitute words "effective performance procedures."

2.b. Change to read: A process performance scale was developed and discussed with the students.

2.c. Reword as follows:
Complete process and products were evaluated using the model or explicit criteria and the evaluation scale was discussed with the students.

2.d. Change to read: Teachers will be made aware of the importance of informing students promptly of their evaluation of processes and products.

3.f. Change to read: Evaluations were used in assessing programs identifying student progress and setting goals.

Add:
3.g. Provisions have been made for students who cannot achieve performance standards.

Add:
4. Demonstrates an AWARENESS of the accountability in terms of job placement, continued training, and follow up.

TEACHING METHODS

COMPETENCIES
TEACHING METHODS:

1. Delete #1 and all criteria.

6.b. Add word student in place of word learner.

6.c. Change to read: The related lesson was presented to the student.

6.d. Add word student in place of word learner.

APPENDIX J

CBTE ADVISORY COMMITTEE MEETING

January 23, 1975

10:00 a.m. - 10:20 a.m.

Orientation
John Sojat

10:20 a.m. -10:40 a.m.

Overview of CBTE
Robert Andreyka

10:40 a.m. - 11:00 a.m.

Establishing Priorities for CBTE
CBTE Staff

11:00 a.m. - 12:00 noon

Individual Competency Sort

12:00 - 1:15 p.m.

LUNCH

1:15 - 2:00 p.m.

Group Discussion of Competency Sort Results

2:00 p.m. - 2:05 p.m.

BREAK

2:05 p.m. - 3:00 p.m.

National Occupational Competency Testing
Dr. Ray Hill

Hilton-South

CBTE ADVISORY COMMITTEE

February 28, 1975
Orlando, Florida

AGENDA

9:00-9:10	INTRODUCTION-John Sojat
9:10-9:50	Discussion and Evaluation of the Committee's January Meeting Competency Sort Results
9:50-10:20	Discussion of Competencies Suggested by Advisory Committee Members
10:20-10:30	COFFEE BREAK
10:30-11:15	Discussion of Further Delimiting Existing Competencies for "Entry" (Pre-service) and "Rank III" (In-service) Categories
11:15-12:00	Evaluation Strategies and Behavioral Objectives of Competency Categories
12:00-12:30	Topics and Dates for Future CBTE Advisory Committee Meetings: A) June Workshop B) Discussion of Possible Delivery Systems C) Teacher Involvement D) Methods of Obtaining Appropriate Instructional Materials

AGENDA

THURSDAY, APRIL 3

7:30-7:45 P.M.	Introduction and overview of CBTE Project
7:45-8:00 P.M.	Discussion of Advisory Committee members critiques of February findings and results
8:00-8:10 P.M.	Break
8:10-8:45 P.M.	Finalize Competency statements
8:45-9:00 P.M.	Discuss Friday agenda items

FRIDAY, APRIL 4

9:00 A.M.	Discussion of Criteria and evaluation strategies for CBTE performance
10:00-10:30 A.M.	Discussion of means for identifying and obtaining appropriate CBTE instructional material and procedures
10:30-10:45 A.M.	Break
10:45-12:00 A.M.	June Workshop Selection of Industrial Education teacher participants Dates Location Procedures
1:00-1:50 P.M.	Overview - CBTE Phase II
1:50-2:00 P.M.	Set time, date and place for next Advisory Committee meeting

CBTE ADVISORY COMMITTEE MEETING

ORLANDO, FLORIDA

MAY 5, 1975

AGENDA

9:00-10:30 a.m. ..... Pre-service Competencies and Criteria

10:30-10:45 a.m. ..... Break

10:45-11:45 a.m. ..... Evaluation Strategies for Pre-service Criteria

11:45-1:00 p.m. ..... Lunch

1:00-2:30 p.m. .....Rank III Competencies review (In-service)

2:30-2:45 p.m. ..... Break

2:45-4:00 p.m. .....Selection of June 16 meeting participants

CBTE ADVISORY COMMITTEE MEETING
Andros Center, University of South Florida

June 3, 1975

10:00 a.m.	Presentation and Overview of CBTE Model
11:00 a.m.	Scope of CBTE Materials Development and Review of Example CBTE Materials
12:00 Noon	Lunch
1:00 p.m.	Overview of Agenda for June 16-20 Workshop
1:30 p.m.	Validation of Preservice Competencies
2:00 p.m.	Composition of Materials Evaluation and Review Teams
3:00 p.m.	Discussion of Funding Responsibilities for Workshop Participants